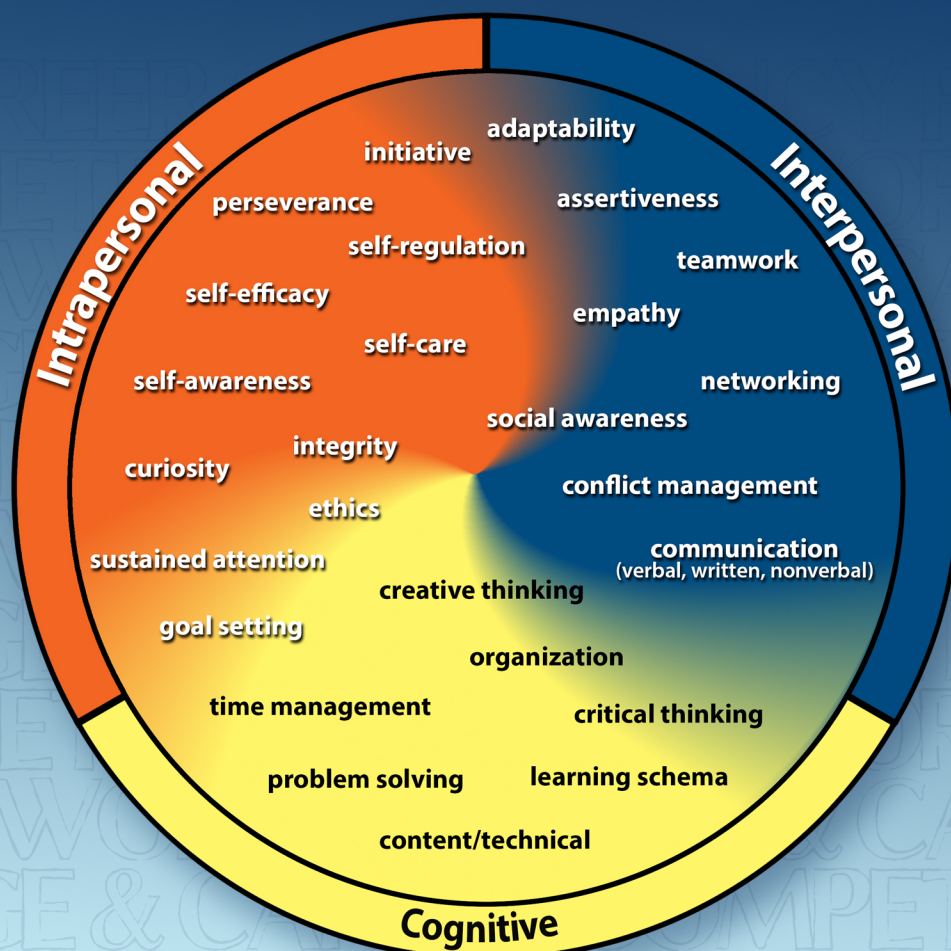


# TEACHING

# SELF-REGULATION

## IN ELEMENTARY CLASSROOMS (3rd–6th GRADE)



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## Self-Regulation Lessons (3–6)

This set of lessons was developed to support the teaching of self-regulation in third- through sixth-grade classrooms to increase student engagement and ownership of effort to promote academic learning. The lessons include numerous activities, with each activity taking approximately 20 minutes. Each lesson’s set of activities should be taught sequentially, with extended learning activities provided when helpful.

While these lessons give students a strong foundational understanding of self-regulation, it is critical to provide opportunities for practice (with teacher feedback and student reflection) over time for students to effectively self-regulate. The lessons are designed to address three specific instructional criteria: 1) provide instruction that facilitates students’ understanding of the competency and components, 2) guide students to determine how the competency applies to them personally, and 3) facilitate students’ reflection on their strengths and challenges related to the self-regulation components.

Provide students consistent opportunities to practice the components within specific content/tasks through assignments, projects, cooperative learning, and essays, as well as across the school environment through extracurricular activities and interactions with staff. Consistently reinforcing the concepts from the lessons by incorporating self-regulation into course content will address three additional criteria: 4) provide opportunities for students to practice the strategies over time; 5) provide meaningful feedback to students about their strengths and areas for growth, and 6) facilitate students’ reflection on their development of the competency, including each component.

With practice in authentic classroom situations, students will be better able to generalize their understanding and application of the self-regulation concepts and strategies to new contexts and challenges.

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Recommended Citation: Heger, E., Haught, T., Noonan, P. M., & Gaumer Erickson, A. S. (2022). *Teaching self-regulation in elementary classrooms 3–6*. [Teacher lessons and student workbook]. College & Career Competency Framework. <https://www.cccframework.org>

## Assessing Your Self-Regulation (Pre-Test)

**Competency:** Self-Regulation 3–6

**Learning Target:** Students reflect on current self-regulation behaviors and assess their knowledge.

**Materials:**

- *Self-Regulation Knowledge Test 3–6* and
- *Self-Regulation Performance-Based Observation* tool.

Both are located at <https://www.cccstudent.org/>, a free assessment site. To access results, you or your school will need an account.

### Preparing to teach self-regulation

You will use the materials above to measure your students' understanding and application of self-regulation concepts.

#### 1. Administer the *Self-Regulation Knowledge Test 3–6*

The *Self-Regulation Knowledge Test 3–6* is both a self-reporting measure and knowledge test. The assessment first asks students to respond to a series of statements by rating their self-regulation on a 5-point Likert scale between Not Very Like Me and Very Like Me. Then students complete knowledge items in multiple choice, true/false, and short-answer formats. The assessment should be administered prior to self-regulation instruction. As students learn more about self-regulation, there will likely be changes in how they view goal setting and completing challenging tasks. Accommodations should be provided when appropriate and may include reading the items aloud, explaining the items, or having a scribe fill in the response option.

It is recommended that students complete the *Self-Regulation Knowledge Test 3–6* online, but a printed version can be provided. For students to complete the assessment online, you or your school will need an account on <https://www.cccstudent.org/>, a free assessment site. Follow the directions on the website to launch the assessment and title your pre-test so that it is easy for you to identify. Through the website, students will receive personalized reports that the teacher can also access.

Explain to students that for items 1–19, they will rate how each of the statements applies to them using a 5-point scale. Each answer should be based on how they feel. Remind students that there are no correct or incorrect answers and that everyone's responses may be different because we all have our own thoughts and feelings. Tell students to pause and think about how they feel about a statement before marking it. For example, is it like them to plan out projects they want to complete? Then, students will complete the second part of the assessment, which measures knowledge about self-regulation. Tell students that they may not know the correct answers now, which is expected as they haven't been taught it yet. Students will repeat the *Self-Regulation Knowledge Test 3–6* after all instruction is delivered.

## Self-Regulation Knowledge Test 3–6

Student ID \_\_\_\_\_

Date \_\_\_\_\_

	Not very like me  Very like me				
	1	2	3	4	5
1. I plan out projects that I want to complete.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I finish my chores and schoolwork before I do something fun.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I know how much time I need to complete my schoolwork.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I have a plan for calming myself when I'm mad.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. It is hard for me to get started on a big project or assignment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I keep track of how I'm doing in school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I know when I'm behind on a project.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I often lose track of time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I have trouble remembering all the things I need to do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I make choices to help me succeed, even when they aren't the most fun.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. When something is hard, I try lots of ways to succeed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. When I'm mad, I try ways to calm myself down.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I have a hard time staying focused on my work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. When I get behind or don't understand my work, I often give up.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. I think about how well I'm doing on my assignments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. I am proud of myself when I get everything done on time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. I think about how well I've done in the past when I set new goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. When I fail at something, I try to learn from my mistakes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. I keep making the same mistakes over and over again.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Multiple Choice

20. Choose the best description of self-regulation.

- a. When you plan for how to reach a goal, learn a skill, or accomplish a task.
- b. When you plan, monitor, adjust, and reflect to reach a goal, learn a skill, or accomplish a task.
- c. When you follow your teacher's detailed directions for reaching a goal, learning a skill, or accomplishing a task.
- d. When you make progress toward reaching a goal, learning a skill, or accomplishing a task.

Decide if each of the scenarios describes at least one component of self-regulation.

Scenario	Is it a self-regulation component?	
21. After school, your parent takes your tablet and says you'll get it back when your homework is done.	Yes	No
22. When you are feeling angry, you take a few deep breaths to calm down.	Yes	No
23. You write down the homework that you need to complete and check it off your list as you finish it.	Yes	No
24. You were working on your math problem and got stuck. You wanted to ask your mom for help, but she was gone, so you left the answer blank.	Yes	No

Identify which self-regulation component (**plan, monitor, adjust, reflect**) each behavior addresses:

Behavior	Component			
25. Making a to-do list.	Plan	Monitor	Adjust	Reflect
26. Crossing off items on your to-do list as you finish them.	Plan	Monitor	Adjust	Reflect
27. Thinking each day about what went well, what was hard, and specific things you've learned.	Plan	Monitor	Adjust	Reflect
28. Breaking down big goals into smaller pieces.	Plan	Monitor	Adjust	Reflect
29. After encountering a problem, looking for solutions and trying as many things as needed until you solve your problem.	Plan	Monitor	Adjust	Reflect

30. Which of these would you **NOT** use to monitor progress on your self-regulation plan?
- A graph showing your progress over time.
  - A journal where you describe daily progress and identify if you are on track with your plan.
  - A rubric to compare with your work to see if you are doing your best work.
  - A comparison of your progress to your friend's progress on the same project/assignment.

**True or False**

- \_\_\_ Self-regulation is important for school, but it doesn't really help improve athletic or musical ability.
- \_\_\_ Using self-regulation can help you resist distractions.
- \_\_\_ Most kids are good at self-regulation and don't need to work on it.

**Open-Ended**

34. Imagine that you are struggling to learn a skill in math. How could you self-regulate to improve your learning?

After completing the assessment, remind students that there are no incorrect responses to the first 19 questions and that they will have different answers because they each have their own unique feelings about things.

Use the teacher view on the website to access both individual and aggregated student results. Log back into your account on <https://www.cccstudent.org/>, click on **My Portal**, scroll to the list of **My Surveys**, locate your assessment, and click on the **Results** button to open the teacher view for that assessment. First, you'll see a graph of students' scores on each self-regulation component,

followed by a breakdown of student responses to items 1–19. Review these results. To view the individualized reports for each student, in **My Portal** click on your assessment name. These individualized reports will be used during Lesson 2, Activity 3.

Explain to students that as they are learning self-regulation and improving their ability to follow a self-directed process for completing tasks, they may start to think differently about some of the statements. Additionally, they will likely understand more about concepts related to self-regulation. Tell them they will retake this assessment later in the year, and it will show their growth in their ability to self-regulate.

Students will repeat the *Self-Regulation Knowledge Test 3–6* after all instruction is delivered.

## **2. Observe students using the *Self-Regulation Performance-Based Observation***

The *Self-Regulation Performance-Based Observation* is an assessment tool that requires you to observe and record student behaviors in specific situations. You will rate each student’s self-regulation behaviors on a 4-point scale. It is recommended that you observe and record your students’ self-regulation behaviors three times per year (before, midway through, and after instruction) to see student growth as well as challenges.

First, determine a time span for observing your students. For example, do you plan to observe all students on all indicators over the course of a week, or will you observe individual students each day? Make sure you have classroom activities planned during your observation time that provide opportunities for students to demonstrate each behavior. For example, asking students to work on learning a new, challenging concept would provide an opportunity to observe how well students are addressing the second indicator, “Identifies potential barriers to plan completion using if–then statements.”

To complete the *Self-Regulation Performance-Based Observation*, you or your school will need an account on <https://www.cccstudent.org/>, a free assessment site. Follow the directions on the website to launch the *Self-Regulation Performance-Based Observation*. Title the observation clearly—for example, 2023 Self-Regulation Grade 4. The website will automatically graph three observations for each student and provide both individualized reports and a class-wide summary.

## Self-Regulation Performance-Based Observation

**Student Number:**

**Observation Date(s):**

Based on your observations, use the following scale to evaluate the student's self-regulation behaviors by placing a checkmark in the column that best represents their performance/application of each behavior.

**Beginning:** Not yet able to demonstrate without scaffolding.

**Emerging:** Minimal or superficial demonstration; prompting likely required.

**Proficient:** Sufficient demonstration, including self-appraisal and detailed, personalized application.

**Advanced:** Independent and consistent demonstration; teaches/prompts others.

**Not observed:** Select this if you have not had an opportunity to observe a situation where the individual student could potentially apply the relevant behavior.

Self-Regulation Sequence Indicators	Beginning (1)	Emerging (2)	Proficient (3)	Advanced (4)	Not Observed
1. Demonstrates the ability to create a plan to accomplish a task or set of tasks.					
2. Identifies potential barriers to plan completion using if-then statements.					
3. Monitors progress of efforts over time.					
4. Plans and practices, ignoring some distractions during a task, resulting in increased focus.					
5. Reflects on strengths, challenges, effort, and outcomes related to self-regulation in specific situations.					
6. Demonstrates the ability to create a plan to accomplish a task or set of tasks.					

## Lesson 1: Defining Self-Regulation

**Competency:** Self-Regulation 3–6

**Learning Target:** Students can define self-regulation, give examples of tasks they might self-regulate, and explain why self-regulation is important in their lives.

**Materials:**

- Self-Regulation Poster,
- Video *Self-Regulation*: <https://www.youtube.com/watch?v=NiPocra2Uw>,
- Video *Know Your Emotions*: <https://www.youtube.com/watch?v=cKQIOVjxmfs>,
- Video *4-7-8 Breathing Exercise to Alleviate Anxiety*: <https://www.youtube.com/watch?v=PmBYdfv5RSk>, and
- Handout **My Self-Regulation Workbook** for each student.

**Preparation:** Display the Self-Regulation Poster.

**Activities:**

### 1. I can define self-regulation

In this activity, students learn what self-regulation is and discuss why it is important. Students reflect on what self-regulation means to them.

Explain to students that they will be learning a process for completing tasks and reaching their goals. Write the definition on the board or emphasize that self-regulation is: A proactive, self-directed process for reaching goals, learning skills, managing emotional reactions, and accomplishing tasks.

Divide the students into pairs and ask each pair of students to break down the definition and discuss portions of it. As students are working in pairs, ask them to use these prompts to help generate meaningful discussions:

- What does “proactive” mean? What are some examples of approaching a situation in a proactive manner?
- What does “self-directed” mean? What does it look like when it’s happening? What are some self-directed efforts you’ve made recently?
- What does “process” mean in this context? Why is this an important piece of self-regulation?

Once students have had time to discuss the definition, ask them to share their discussions with the whole group. Then show students the video *Self-Regulation*, linked here:

<https://www.youtube.com/watch?v=NiPocra2Uw>

After the video, ask students to think about the discussions they had with their partner and about the video they just watched. Ask students:

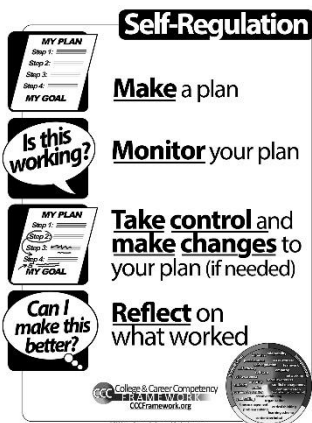
- How is the definition you discussed with your partner different than in the video?
- How would you describe self-regulation to a friend or family member?



Tell students to use page 5 of their **My Self-Regulation Workbook** to reflect on what self-regulation means to them and answer the prompt below.

Self-Regulation is \_\_\_\_\_.

## 2. I can name the self-regulation components and describe how they are used



In this activity, students explore the four components of self-regulation: **making your plan**, **monitoring** your plan, **adjusting** your plan as needed, and **reflecting** on your plan. Students identify if scenarios meet the four components of self-regulation.

Show students the Self-Regulation poster and review the definition for self-regulation. Emphasize each of the four components and explain that the components may not always follow the order that they are shown on the poster. For example, you may need to **adjust** your plan several times and **monitor** your adjustments each time. Although **reflect** is listed last, it is important to think about how our plan is working as we are implementing it and after we have completed it.

Provide a personal example of how you used or didn't use the components to complete a task or reach a goal in your life. We have provided an example for you that you can use with your students, or you can use the example as a framework for developing your own.

**Example:** *Last year, I was not feeling well. I was busy coaching and teaching and didn't take time to eat healthy. I would usually grab a donut on the way to school. I decided I wanted to change my eating habits so that I would have more energy and feel better. My goal was to make healthy food choices during the week and let myself indulge in non-healthy food choices on the weekend. I started by making a plan for how I would make healthy food choices during the week. First, I would research healthy meals and write a grocery list every Sunday night. Next, I would prepare any meals that I needed to cook and put them in containers. Finally, I would eat my meals in my classroom so I wouldn't be tempted to eat the cookies and chips they have for staff in the cafeteria. I knew that I needed to monitor my plan for eating healthy to make sure I was feeling better, so each night I journaled about how I was feeling. After the first week, I felt better, but I noticed in my journal that I wrote about feeling run-down in the evening. I talked to the school nurse and realized that I wasn't eating enough and that I could eat an energy-boosting snack in the afternoon like yogurt or almonds to keep me from feeling sluggish in the evening. After two weeks, I was feeling better and didn't feel sluggish at night.*

Summarize your example by explaining how you used each of the components. For example, you **made a plan** for eating healthy that had clear, actionable steps for meeting your goal. You **monitored** your plan by journaling each night. When you noticed you were feeling sluggish in the evening, you **reflected** on what you could do and asked the school nurse for help. Finally, you **adjusted** your plan by adding an energy-boosting snack in the afternoon.

Make sure the Self-Regulation poster is displayed for students to reference, and ask the students to use page 5 of their **My Self-Regulation Workbook** to determine if the scenarios listed below are self-regulation or not.

Scenario	Is it self-regulation (yes or no)?	Why or why not?
<i>Example: Your mom sets a timer and tells you to work on your homework until the timer goes off.</i>	No	It is not <b>self-directed</b> —the student’s mom is driving the effort, not the student. The student did not <b>make a plan</b> .
1. You realize that you forgot to practice the song for your music performance at home, so you try to learn the song five minutes before music class.		
2. You have a big project that will be due in one month. Your friend says that she’s not going to worry about it until next week, so you decide to do the same.		
3. You want to become a better reader, so you create a calendar to track your reading at home each night. As you finish, you mark off the date on the calendar.		

Once students have completed the table, ask students to discuss their responses to the scenarios. Here are the answers and reasoning behind the answers for each scenario:

- 1) In this scenario, the student was not proactive, and they didn’t plan ahead. As a result, they didn’t address any of the components. The student could have **made a plan** for practicing at home in the evening that included **monitoring** their progress in learning the song, **adjusting** when the plan wasn’t going well, and **reflecting** on whether or not they were learning the song.
- 2) In this scenario, the student wasn’t proactive or self-directed and therefore didn’t address any components.
- 3) In this scenario, progress has some of the components of self-regulation. For example, the student **made a plan** and **monitored** their plan by marking off the dates they read at home, but we don’t know if reading at home is working to make them a better reader, so we don’t know if they needed to **adjust** their plan. There is not an example of the student **reflecting** by asking themselves if their plan is working or what they might do better.

### 3. Self-Regulation has helped me in the past, and it will help me in the future

In this activity students reflect on their past use of self-regulation. Students identify times when they used self-regulation to achieve something that was difficult at the time.

Explain to students that although self-regulation may seem like something new, they have been practicing self-regulation without knowing it. Ask students to think about something they have learned to do that was very difficult. It could be learning a new video game, practicing a sport, or learning to play a musical instrument. Ask students:

- What are some things you have recently learned to do that once seemed very difficult?
- How did you learn to do them? For example, did you write out a plan or create one in your head?
- How did you know if you were getting better?
- What did you do when you weren’t making progress in learning something difficult?

Tell students that they were using self-regulation to accomplish their tasks, so they all have some experience with self-regulating, and that by learning more about it, they are going to increase their ability to accomplish different and new tasks or meet their goals.

Ask your students to meet with a partner and determine at least 10 things they have learned to do by using self-regulation and 10 things they will need to learn in the future by self-regulating. Tell students to record their answers on pages 5–6 of their **My Self-Regulation Workbook**.

Examples might include:

- Paying attention
- Time on electronics
- Responding calmly when feeling frustrated
- Independent reading
- Getting to school on time
- Practicing a sport or instrument
- Saving money to buy something you want
- Completing daily chores at home
- Speaking kindly to a sibling
- Writing better essays
- Keeping your room clean

Summarize the activity by emphasizing that self-regulation is a proactive process for accomplishing tasks and reaching goals. Tell students each of them has used self-regulation before, but they are going to increase their ability to follow a process and improve how well they self-regulate in all areas of their lives.

#### **4. I can identify areas where self-regulation will help me manage my emotions**

In this activity, students reflect on past emotions and their reactions to those emotions. Students learn practices they can use to help self-regulate their emotions and reactions.

Explain to students that they have been learning a lot about how self-regulation can help them in school by learning new things or getting better at something. Self-Regulation can also help us learn to manage our emotional reactions. Learning to recognize our emotions and manage our reactions to them is part of self-regulation. Ask students:

- When was a time that you became frustrated or overwhelmed when you were trying to learn something?
- What did you do (e.g., got angry and quit, said something I didn't mean, started to cry)?

Tell students that it is important to recognize when we are feeling angry, frustrated, or overwhelmed and to use self-regulation to manage those emotions.

Show students the video *Know Your Emotions*, linked here:

<https://www.youtube.com/watch?v=cKQIOVjxmf8>

After watching the video, ask students:

- What did you learn about emotions from the video (e.g., emotions come and go; there are no good or bad emotions; we can manage how we react to emotions)?
- How would learning to recognize and manage your emotions help you?

Explain to students that we all feel a range of emotions every day, but it's important to identify and regulate how we express them. Emphasize the fact that feelings often cause physiological changes to our bodies, and we need to recognize when we start to experience physiological changes caused by emotions. Ask students:

- When you experience intense emotions, how does your body feel (e.g., increased heart rate, feeling hot, turning red)?

Tell students that one way to help manage our emotional reactions is to practice mindfulness. Mindfulness is when we become aware of how our body is feeling and change it. When we start to feel stressed or overwhelmed, we can calm ourselves by taking a break, taking a walking, or taking some deep breaths. Show students the video *4-7-8 Breathing Exercise to Alleviate Anxiety*, linked here: <https://www.youtube.com/watch?v=PmBYdfv5RSk>

After the video, ask students:

- How could doing a breathing exercise like the 4-7-8 exercise help you manage your emotions?
- When have you used a breathing exercise or other calming strategy to manage your emotions?

When we have a plan for accomplishing a task, it is likely that we will experience stress or frustration when accomplishing it becomes difficult. Explain to students that we can make a plan for managing our emotions or we can include ways to manage our emotions in a plan so that we are able to continue learning. Ask students to use pages 6–8 of their **My Self-Regulation Workbook** to reflect on the last time they experienced an emotional reaction and write about how they will calm themselves the next time they experience emotions.

I felt \_\_\_\_\_ (emotion) when \_\_\_\_\_ (situation that caused emotion).

The next time I feel \_\_\_\_\_ (emotion), I will \_\_\_\_\_ (calming strategy).

##### **5. I can explain why getting better at self-regulation is important to me**

In this activity, students identify reasons self-regulation is important. Students recognize that self-regulation is important in a variety of areas and personalize why self-regulation is important to them.

Explain to students that people need to be able to self-regulate to be able to accomplish their goals. This is related to student success not only in school but also in many other areas, such as sports, extracurricular activities, jobs, social situations, and personal goals. Tell students that people who have learned about self-regulation (and consistently used it) have experienced benefits such as

doing better in their classes, performing better in sports, improving their talent in a specific area (playing an instrument, singing, acting), feeling more in control of their learning and their upcoming tasks, getting better at organization and time management, learning more in their classes, figuring out specific reasons that they are struggling with something and directly addressing those complications, and gaining a better understanding of how specific actions they take (or don't take) have an impact on their progress and overall success.

Self-regulation can also be applied to maintaining control over your emotional reactions and reaching any goal. Tell students that these are just some of the benefits of using self-regulation consistently, and that we will all be able to think of a lot of other things that we might want to work on improving in our academics, personal lives, home responsibilities, and extracurricular activities.

Ask students:

Why is learning and practicing self-regulation important?

How will it help you?

Tell students to use page 8 of their **My Self-Regulation Workbook** and reflect on why learning self-regulation is important to them.

**Getting better at self-regulation is important to me because \_\_\_\_\_.**

## Lesson 2: Understanding Your Ability to Self-Regulate

**Competency:** Self-Regulation 3–6

**Learning Target:** Students can identify their strengths and challenges related to self-regulation.

**Materials:**

- Completed *Self-Regulation Knowledge Test 3–6* and
- Handout **My Self-Regulation Workbook** for each student.

**Preparation:** Print individual copies of each student’s *Self-Regulation Knowledge Test 3–6* or have them available to review online.

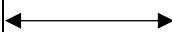
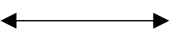
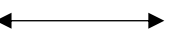
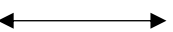
**Activities:**

### 1. I can *reflect* on how well I use the Self-Regulation components

In this activity, students rate how well they use the four components of self-regulation. This process will help students purposefully monitor and plan ways to improve their self-regulation.

Briefly review the four components of self-regulation (**plan**, **monitor**, **adjust** as needed, and **reflect**). Then explain to students that we each have areas of strength and challenge related to self-regulation. Some of you may find it easy to make a plan but struggle with monitoring your plan and knowing if your plan is working. Some of you may understand how to monitor your progress toward meeting a goal but struggle with determining how you need to adjust your plan when it isn’t working. Tell students they are going to think about how well they are addressing each component with concepts they are currently learning.

Ask students to use pages 9–10 of their **My Self-Regulation Workbook** and write down one challenging concept that they’ve been working on recently.

Activity/Goal	Plan	Monitor	Adjust	Reflect	Where did I rate myself high?	Where did I rate myself low?
	Low    High 	Low    High 	Low    High 	Low    High 		

After students have identified a challenging concept they are currently learning, refer to the Self-Regulation poster and emphasize the first component, **plan**. Tell students to think about how well they are currently planning how to learn their challenging concept. Ask students:

- Do you know how you will learn your challenging concept?
- What steps have you taken to improve your learning?

Then ask students to mark on the arrow where they would rate themselves on making a plan. Refer to the Self-Regulation poster and emphasize the second component, **monitor**. Tell students to think about how they are currently monitoring their progress in learning their challenging task. Ask students:

- How do you know if you are getting better at your challenging concept?
- Are you tracking your progress or just expecting yourself to get better?

Ask students to mark on the arrow where they would rate themselves on monitoring and refer to the **Self-Regulation poster**. Emphasize the third component, **adjust**, and ask students to think about how much they have adjusted their efforts in learning their challenging concept. Ask students:

- When you are working on your challenging concept, do you always do the same thing, or do you try new ways of learning it?
- What do you do when you know you aren't making progress in learning your challenging concept?

Instruct students to draw a mark on the arrow where they would rate themselves in **adjusting** their learning. Refer to the Self-Regulation poster and emphasize the fourth component, **reflect**. Tell students to think about how often they reflect on their progress in learning their challenging concept. Ask students:

- Do you think about how much progress you have made in learning your challenging concept and what you did to make progress?
- Are there things you know you do well in learning your challenging concept and things you know you need to work on?

Instruct students to draw a mark on the arrow where they would rate themselves in **reflecting** on their learning. Tell students to write the components where they rated themselves high and low. Then explain that we all have strengths and areas to improve when it comes to self-regulation. It is important to be aware of which component(s) you do well and which ones you find more challenging so you can make better plans. Explain to students that as they are learning self-regulation, they will be learning more about each component and how to improve in each component, but first we needed to identify which components they are already doing well and which components are opportunities for growth as they work on self-regulation.

## **2. We can brainstorm ways to improve our practice of each component**

In this activity, students collaborate to brainstorm ways to improve their use of the four components. A class list of ways to improve the use of these components will be created and displayed for future use.

Tell students that they are going to brainstorm some ways to improve each component. You will write their ideas on chart paper so they can refer to them as they are making plans, monitoring their plans, and adjusting their plans. Remind students that the first component for self-regulation is **make a plan**. Ask students:

- How can we help someone who is having trouble getting started on a task or doesn't know how to start progressing toward their goal?
- What actions and behaviors could they take to start addressing the first component, ***make a plan***?

As students are sharing their ideas for supporting the ***make a plan*** component, write them on chart paper under the label **Component 1 (Making plans)**. Example actions and behaviors could be:

- Breaking down big projects/tasks/goals/activities into the smaller pieces that need to be done in order to reach the desired outcome.
- Considering what I need to get done (school and personal tasks/responsibilities) before doing something fun.
- Creating a study plan for important tests or a timeline of tasks/steps for long-term projects.
- Making detailed plans to reach my goals, including identifying specific things that will help me succeed (e.g., setting aside a specific time each day, providing regular updates to an accountability partner).
- Identifying situations in which I am frequently anxious or frustrated and determining strategies to try in future situations, such as taking deep breaths, waiting to respond until I've calmed down, envisioning a desirable outcome.

After a few minutes of brainstorming actions and behaviors that will support Component 1, ask students to start thinking about how they could help someone who is struggling with Component 2, ***monitor***. Ask students:

- How could we help someone who doesn't know if their plan is working?
- What actions and behaviors could they use to monitor how well their plan is working?

Allow students to share their ideas and write them on chart paper under the label **Component 2 (Monitoring plans)**. Example actions or behaviors associated with Component 2 could be:

- Identifying and using specific ways to measure my progress toward reaching a goal/completing a task (e.g., keeping and reviewing a journal of my efforts, using a calendar to note smaller task deadlines and track my progress on them).
- Taking time each day to identify specific things I need to accomplish and tracking what actually gets done that day (e.g., creating a to-do list and checking off completed tasks).
- Staying aware of my grades, including regularly considering how my recent effort in class has affected them, and keeping in mind how my effort on upcoming assignments will affect them.
- Graphing or tallying my behaviors related to my goals, such as the number of times I was frustrated or the percentage of those times where I used a calming strategy, the number of minutes I read at home, the number of baskets I made, the number of days I got up before an adult had to tell me to get up, or the number of days I focused during math.



After a few minutes of brainstorming actions and behaviors that will support Component 2, ask students to start thinking about how they could help someone who is struggling with Component 3, **adjust as needed**. Ask students:

- How can we help someone who is struggling with trying different ways to learn something or reach a goal?
- What actions and behaviors could they take to adjust their plan when it isn't working?

As students are brainstorming ideas for supporting Component 3, write their ideas on chart paper under the label **Component 3 (Adjust as needed)**. Example actions or behaviors associated with Component 3 could be:

- Recognizing when something isn't working, and immediately adjusting my plans/behaviors/actions to try to get back on track.
- Being persistent and looking for solutions (and trying as many as necessary) until I succeed instead of just giving up when I get behind in my work or am struggling with something.
- Making choices that help me succeed, even when I know there are other alternatives that would be more fun in the moment (but wouldn't ultimately help me succeed).
- Doing what it takes to accomplish my goals or get my homework done on time (e.g., asking for help on difficult assignments, finding effective ways to maintain my focus on long-term projects).

After a few minutes of brainstorming actions and behaviors that will support Component 3, ask students to start thinking about how they could help someone who is struggling with Component 4, **reflect**. Ask students:

- How can we help someone who is struggling with thinking about how well their plan is going and what they could do to make a better plan?
- What actions and behaviors could they do to help them remember to stop and think about their learning?

As students are brainstorming ideas for supporting Component 4, write their ideas on chart paper under the label **Component 4 (Reflect)**. Example actions or behaviors associated with Component 4 could be:

- Taking time each day throughout my self-regulation efforts to think about what is working, what setbacks I've encountered, how I'm going to work past those challenges, and the specific things I've learned or progress I've made in working on my goal/task.
- Thinking about my past efforts when setting new goals (e.g., considering what I did well, what I could change this time).
- Talking with a friend, teacher, family member, etc. about my self-regulation efforts, whether I was able to complete the task/achieve my goal, what parts of my plan worked well, and what I want to change next time to make it work better.

- Considering if I'm effectively self-regulating (e.g., fully doing all four components) and whether I can see a connection between the effectiveness (or ineffectiveness) of my self-regulation efforts and my overall progress toward my goal.

### 3. I can practice self-regulation and improve my lowest component

In this activity, students reflect on the results of their *Self-Regulation Knowledge Test 3–6*. Students work with the teacher to create an improvement plan for the component with their lowest score. The teacher explains the reflection process to students.

Explain to students that they will be meeting with you individually to review their results of the *Self-Regulation Knowledge Test 3–6* and work they have been doing in their **My Self-Regulation Workbook**. Together, you will brainstorm ways to improve their self-regulation.

To access each student's individualized *Self-Regulation Knowledge Test 3–6* results, log back into your account on <https://www.ccstudent.org/>, click on **My Portal**, scroll to the list of **My Surveys**, and click on your assessment name. Here you will see a view option associated with each student's ID number.

As you meet with students, show them the results and their *Self-Regulation Knowledge Test 3–6* and discuss how their responses relate to self-regulation concepts. Point out the concepts that the student already knows about and practices, as well as the concepts that the student should focus on to get better at self-regulation. Compare their responses on the *Self-Regulation Knowledge Test 3–6* to their ratings on how well they address each component in Activity 1. Ask students:

- What areas of self-regulation do you feel are easiest for you? Explain.
- Which areas do you find more challenging? Explain.
- After reflecting on your assessment results and the way you rated yourself in Activity 1, what are your thoughts?

Guide students into determining their individual areas of strength and challenge based on the data from the *Self-Regulation Knowledge Test 3–6* and the work they have done in the **My Self-Regulation Workbook**. Ask students to refer to the chart paper where you wrote the actions and behaviors that will support each component during Activity 2. Tell them to choose one action from their lowest component to try over the next week and use pages 11–13 of their **My Self-Regulation Workbook** to record the component they are working on and the action they will use to support their growth in the component over the next week.

**The component that I find most challenging is \_\_\_\_\_.**

**The action or behavior that I will try over the next week to improve this component is \_\_\_\_\_.**

**Reflection Day #:**

**How did I use the action or behavior?**

**How did it go?**

## Lesson 3: Making a Plan

**Competency:** Self-Regulation 3–6

**Learning Target:** Students are able to identify a specific outcome that they want to accomplish, and to create a detailed plan for doing so.

**Materials:**

- Self-Regulation Poster,
- [Self-Regulation Planning Poster](#),
- Video *Learn to Relieve Anxiety*: <https://www.youtube.com/watch?v=N2iF7lCevkM>, and
- Handout **My Self-Regulation Workbook** for each student.

**Preparation:** Review the activities in this lesson ahead of time to determine how best to use them in your context.

**Activities:**

### 1. I understand what to think about when I am making a good plan

In this activity, students practice scenarios to identify the elements of a good plan. Students reflect on how Jasmine monitored her plan, adjusted her plan, and reflected on her plan.

Briefly review the components for self-regulation (**make a plan**, **monitor** the plan, **adjust** as needed when things are not going as planned, and **reflect** on what worked and what could be changed in the future). Reiterate that doing all four components helps us be more successful in attaining our goals (e.g., saving for something you really want, improving on a game, getting good grades, becoming a better singer).

Explain to students that this lesson focuses on the first component—**making a plan**—and they’re going to learn how to make plans that are detailed, realistic, and include ways to overcome potential obstacles. Show students the Self-Regulation Planning Poster and explain that in order for students to make a good plan, they should think about:

- What do I need to do?
- By when?
- How will I do it? What steps/actions do I need to do?
- What could go wrong?
- What adjustments could I make along the way?

Remind students that the “*self*” part of self-regulation means that we are the ones who have to regulate our own behavior/actions. Teachers and parents can provide support and help with the learning process, but ultimately, self-regulation is a personal ability. Data from over 10,000 students shows that most students feel that they need the most help with the planning component of self-regulation; and without a good plan, we often cannot accomplish our goals.

**Self-Regulation Planning**

**To make a good plan, think about...**

1. What do I need to do?
2. By when?
3. How will I do it? What steps/actions do I need to do?
4. What could go wrong?
5. What adjustments could I make along the way?

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Ask students to use pages 14–15 of their **My Self-Regulation Workbook** to answer the prompts below:

- Write a few sentences about how you approach new assignments/goals (in school, sports/extracurricular activities, chores, etc.). Address the following questions in your answer:
  - Do you **make a plan**?
  - Do you wait for someone else (teacher, parent, friend, etc.) to tell you how to proceed? Do you dive straight in and start working?
- If you make plans, write a few sentences about what they look like. Address the following questions when you answer:
  - Do your plans include lots of details, or are they a broad outline?
  - Do you think about what you can realistically get done in the allotted time, or do you just figure it out as you go?
  - Do you write down your plan or just think about the steps?

Share the example below with students about a student creating a plan, encountering a challenge, and using self-regulation to address the challenge.

**Example:** *Jasmine struggled with math. She didn't do her math homework, and her test scores were low. When she came home from school, she would play outside with friends or on her tablet. After seeing her math grade, she decided she wanted to improve her understanding of math concepts. She **made a plan** to ask for help when needed and to complete her homework every day. After the first couple of days, her grade was still low, so she talked with her mom. Jasmine decided it was best for her to work on her homework as soon as she got home from school so that her mother could be there to help if Jasmine asked for it. Jasmine turned her work in every day, and she talked with her teacher about the math that was hard for her. On Fridays, Jasmine and her teacher reviewed any problems she missed on her math test, and Jasmine gave herself 1 to 5 stars based on her efforts for the week. Every weekend, Jasmine talked with her mom about what worked and what didn't work. Her understanding of math has improved.*

Ask students to use page 15 of their **My Self-Regulation Workbook** and take a few minutes to write answers to the following questions.

- How did Jasmine **plan**?
- How did she **monitor**?
- How did she **adjust** her plan? Did she ask others for help as necessary?
- How did she **reflect**?

After students have had time to record their answers to the questions, ask them to share their responses and discuss how Jasmine addressed each component. Emphasize that self-regulation is a process and that we may need to adjust our plans several times before we find action steps that are effective for helping us meet a goal.

## 2. I can make a detailed plan

In this activity, students learn about Kinley, who is struggling to complete her homework. Students work collaboratively to make a detailed plan to help her accomplish her goal.

Remind students that they have been learning about how to make a good plan for accomplishing a task or meeting a goal. Emphasize that it is important for us to know what we want to accomplish or what our goal is before we make a plan. Tell students that they are going to practice making a detailed plan for a student who is struggling to finish her homework. Share the example below with students.

***Example:** Kinley just started 4<sup>th</sup> grade and is having problems finishing her homework. She knows that lately you've been doing a lot better at turning things in on time than you used to, so she asked you to help her figure out how she can improve. You've been using self-regulation to increase your success, and you know that, in general, students who use self-regulation are more likely to complete their homework on time. So you decide that the best way to support Kinley is by helping her brainstorm a self-regulation plan for her homework completion.*

After you have read the example to students, ask them to use the Self-Regulation Planning Poster to think about how they could create a plan for Kinley. Remind students that when they start the plan, their steps need to be actions and not “not doing” something. For example, a step in Kinley’s plan should not be to stop playing basketball after school in order to have time to do her homework. A better step would be to limit the number of days she plays basketball after school.

As part of the discussion, remind students that to ensure a plan is thorough and addresses all the necessary pieces, they can (and should) use targeted questions when helping someone else create a plan (and when creating their own plans).

To demonstrate this, ask students to refer to pages 15–16 of their **My Self-Regulation Workbook** and review the questions that will help them develop a plan for Kinley.

- What homework do you have?
- How long do you think it will take to finish your homework?
- What else do you have planned for today?
- When will you start working on your homework?
- Where will you work on it?
- What distractions are likely to get in your way?
- How will you reduce or eliminate these distractions?
- Will you need help? If yes, how will you get this assistance?
- How will you determine if you are on track to get the homework done when you planned to? What will you do if you aren't on track?
- How will you make sure that you get your homework turned in to your teacher (instead of leaving it where you worked on it)?

Ask students to work with a partner and use page 16 of their **My Self-Regulation Workbook** to develop a plan for Kinley.

After students have had time to complete their plans, ask them to share what they have written with the class. Emphasize that things that initially seem simple are usually much more detailed than we think. Tell students that their self-regulation plans will be more successful if they have lots of details (e.g., clear ideas for specific actions/steps, how and when you will complete each step, possible complications you might encounter and how you will address them, how you will **monitor** your progress, and how you will learn from the experience).

### **3. I can *make a plan* for managing emotional reactions**

In this activity, students learn about Levi, who is experiencing anxiety when he must give a speech. Students watch a video about reducing anxiety and then use their knowledge to create a 3-step plan to help Levi reduce his anxiety.

Briefly recap the discussion about managing emotions from Lesson 1, Activity 4, again emphasizing that it's normal to have a wide range of emotions and that often emotions can cause physiological reactions as well. Remind students that when we experience intense emotions, we can use coping mechanisms or calming strategies to help manage those emotions and the physiological reactions they cause. Ask students:

- What are some ways you can calm yourself when you are experiencing strong emotions (e.g., take a deep breath, take a walk, use the 4-7-8 breathing exercise)?

Tell students that they are going to create a plan for someone who is experiencing a lot of emotions about giving a speech. One of the main emotions he is experiencing is anxiety. Explain that anxiety is a feeling of fear or uneasiness. You may have experienced anxiety about an upcoming test, a big game, a band concert, or giving a speech. Ask students:

- When have you experienced anxiety?
- What did you do?

Tell students that they are going to watch a video to learn more strategies for calming intense emotions like anxiety. As they are watching the video, they should jot down the strategies mentioned for reducing anxiety on page 17 of their **My Self-Regulation Workbook**. Show students the video *Learn to Relieve Anxiety*, linked here: <https://www.youtube.com/watch?v=N2iF7lCevkM>

#### **Ways to Reduce Anxiety:**

- 1.
- 2.
- 3.
- 4.
- 5.

After the video, ask students to share the strategies they heard in the video for reducing anxiety. Then read the scenario below and remind students that they will be making detailed plans to help Levi manage his emotions and be more successful at giving a speech.

**Scenario:** Your friend Levi has to present his project in front of the class. The problem is that Levi gets very anxious when speaking in front of a group. His palms sweat, and his mouth gets very dry. He ends up talking too fast and with no feeling. Help Levi **make a plan** for reducing his anxiety and effectively conveying his ideas to a group.

After reading through the scenario with students, ask the class to think about what steps might go into a plan to help Levi. Remind students that to ensure a plan is thorough and addresses all the necessary pieces, they can refer to the Self-Regulation Planning Poster for targeted questions when helping someone else create a plan (and when creating their own plans). To begin the brainstorming process, ask students:

- What emotions might Levi be feeling?
- What physiological reactions do you think Levi may be experiencing?
- What could Levi do in advance of his presentation to feel more confident?
- How might Levi reduce his stress in this situation?
- What calming strategies might he use right before the presentation?
- What might Levi **monitor** and **make adjustments** to while giving the presentation?
- How might Levi **reflect** on this presentation to continue to improve the next presentation?

After students have brainstormed possible steps that Levi could take to calm himself and become better at speaking in public, ask them to summarize their brainstorming into a 3-step plan for Levi.

**Plan for managing my emotions:**

- 1.
- 2.
- 3.

Conclude the activity by emphasizing that creating detailed plans requires a lot of thought and reflection in order to develop the steps in your plan as well as consider ways you might need to adjust your plan while you are working on it. Including ways that they will manage their emotions in their plan will help them overcome challenging emotions rather than the emotions getting in the way of their learning.

#### **4. I can create my own plan for meeting a goal**

In this activity, students use the Self-Regulation Planning Poster to create their own plans for meeting a goal. Questions are provided to guide students in this process.

Explain to students that they have been practicing making detailed plans. They have created plans for Levi and Kinley, and now they're going to create their own **plan** to accomplish a goal or complete a task. Ask students to think about things that are important for them to learn or accomplish (e.g., improving in a sport, getting to school on time, improving their writing skills, playing an instrument,

handling stress) that is also within their control (e.g., improving in a sport rather than making the team).

Tell students that they will put this plan into practice over the next few weeks, and in future lessons they will work on how to **monitor** their plan, **adjust** as needed when things are not going as planned, and **reflect** on their efforts and progress toward accomplishing their plan. Just like the detailed plans that they wrote for Kinley and Levi, their plans should include a realistic timeline, the steps they will need to do along the way, and a list of potential barriers/obstacles they might encounter (along with the strategies they will use to overcome those barriers/obstacles).

Refer to the Self-Regulation Planning Poster and remind students that to make a good plan they should think about:

1. What do I need to do? [graphic of student crossing finish line or climbing a mountain]
2. By when? [graphic that represents a timeline, picture of a calendar]
3. How will I do it? What steps/actions do I need to do? [graphic that represents steps in a plan, maybe just numbers 1, 2, 3 on steps]
4. What could go wrong? [graphic that represents something going wrong, student going around an obstacle, maybe a boulder or roadblock sign]
5. What adjustments could I make along the way? [same graphic for adjusting as on the components]

Have students use page 18 of their **My Self-Regulation Workbook** to write their plans. Remind them to be as detailed as possible.

**My Goal:**

**My Plan:**

**Possible obstacles or challenges I could experience:**

**My ideas for overcoming my obstacles:**

After students have had time to write their plans for a goal they want to accomplish, tell them that when we're first learning to write detailed self-regulation plans, even when we try to include as much detail as possible, sometimes we don't fully address certain pieces. Refer back to the Self-Regulation Poster and ask students:

- Is your plan detailed with actions steps?
- Do you know how you will monitor your plan?
- What strategies did you include to adjust your plan if needed?
- How will you reflect on your plan? Will you journal about your progress?

## **5. I can accept feedback on my plan**

In this activity, students provide and receive feedback on their self-regulation plans. Students use the feedback to improve their individual plans.

Explain to students that getting feedback on our work is an important part of learning. When we ask others to provide details about how we could get better, strategies we could try, or clarification for things that don't make sense, we are using feedback to improve our plans.



Ask students to work with a partner and provide feedback to each other on their plans. Ask them to provide suggestions for improving the plan. When giving each other feedback, students should consider the following questions on page 19 of their **My Self-Regulation Workbook**:

- Are important steps missing?
- What might get in the way of completing the plan?
- What could be changed or added to the plan to prevent it from going off track?
- Can the plan be completed independently, or will help be required? If assistance is needed, what are the steps to getting that help?
- Do the steps need to be reordered?

After each student has received feedback on their plan, allow them a few minutes to fine-tune their plans and address the feedback given by their partner. Summarize the lesson by emphasizing that when we accept feedback on how to improve, it makes us better learners. Tell students that as they are learning self-regulation, you will be giving them feedback on how they are doing.

## Lesson 4: Monitoring Your Plan

**Competency:** Self-Regulation 3–6

**Learning Target:** Students are able to identify a variety of ways to monitor their self-regulation efforts as well as create plans of their own that incorporate specific methods for monitoring both progress toward an outcome and actions that promote success.

**Materials:**

- Self-Regulation Poster,
- Handout **My Self-Regulation Workbook** for each student,
- Chart paper for Activity 2, and
- Handout copies of the Homework Tracker in Activity 3.

**Preparation:** Make copies of the Homework Tracker in Activity 2 for students to use as an extended activity to practice monitoring.

**Activities:**

### 1. I can learn how to *monitor* progress and actions

In this activity, students identify ways they currently monitor their progress. Students learn that monitoring their plans should include both monitoring their progress toward their goal and monitoring their actions. Students identify ways to monitor progress and actions within a variety of scenarios.

Refer to the Self-Regulation poster and briefly remind students of the four self-regulation components: **making a plan**, **monitoring** that plan, **adjusting** with specific strategies when things are not going as planned, and **reflecting** on what worked.

Explain to students that this lesson focuses on the second component—**monitoring** your plan—and they’re going to learn how to review plans for attaining a variety of goals and identify specific things to **monitor** based on the details of the plan. Define the word **monitor**: observe and check the progress or quality of something over a period of time. Explain that when we monitor our plans, we are checking to see how things are going and if our plan is working. Remind students that while they might have people (such as teachers, parents, coaches, or siblings) who prompt them to **monitor** their progress or effort now, in the future, *they* will be responsible for monitoring.

Ask students to spend a few minutes individually answering the prompts on pages 20–22 of their **My Self-Regulation Workbook** related to monitoring. Remind them that there are no right or wrong answers to these questions, and they should be reflective and honest. Explain that the purpose of this activity is to help them understand their current approach when something goes wrong with their plan, including identifying what they’re already doing well and what they could work on improving.

Write a few sentences about how you **monitor** your progress (in school, sports/extracurriculars, at home, etc.), considering the questions below when answering:

- Do you know if you are on track or making progress when you are working toward a goal?

- Are there times when you don't realize that you are off track before the deadline arrives?
- Do you sometimes depend on others (teachers, parents, friends, etc.) to **monitor** your progress for you?

After students have had time to answer the prompts related to monitoring, ask them to share some of their responses. Explain to students that successful **monitoring** should address the following questions:

- Am I progressing as planned? What specific things am I looking at to measure my progress?
- What is working? How can I tell that it's working?
- What isn't working? How can I tell that it isn't working?
- What steps do I need to add or **adjust** to fix things that aren't working or to make sure that I am able to continue doing the things that have been working?

Tell students to think about things that they currently **monitor** (e.g., homework submission, project completion, performance in sports, progress in music, growth in an ability to do something). Ask students:

- What things are you currently monitoring right now?
- How are you monitoring your progress?
- What happens when you make a plan but don't **monitor** how you are progressing in that plan?

Explain that we need to **monitor** progress toward our goal and actions in our plan. For example, if you designed a workout plan to grow stronger, you would **monitor** both **actions** (the exercises that you are doing to build strength) and **your progress** (whether you are getting stronger). If I wanted to improve my grade in math but the only thing I'm **monitoring** is my grade (e.g., progress toward my goal), then I'm not going to have enough information to help me make effective changes to reach my goal. Being aware of my grade is one piece of the puzzle, but it's not the only thing I need to **monitor**. I also need to **monitor** the specific things that affect my grade: Am I regularly losing points for turning in late homework? Am I losing points because I'm not following instructions on assignments or because I'm not understanding the material? Am I losing points for talking in class or being tardy? There are actions that go into calculating my overall grade, and if I'm only checking on the grade and not analyzing how I'm doing on all those pieces, then I'm not going to be able to effectively identify and work on my problem areas, and I'm not likely to make any progress in improving my grade.

As a class, complete the table below by identifying ways to monitor progress toward each goal and ways to monitor actions. Students can record the answers generated by the whole-group discussion on page 21 of their **My Self-Regulation Workbook**. Some **monitoring** options may not fall clearly in a single category without knowing all of the details of a person's goal or self-regulation plan.

Self-Regulation Goal	Monitoring Progress Toward the Goal	Monitoring Actions
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<b>Example:</b> Getting stronger by exercising.	Number of seconds I can hold the plank position.	Tracking completion of daily exercises.  Journaling about effort, energy, and feelings each day.
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Self-Regulation Goal	Monitoring <i>Progress</i> Toward the Goal	Monitoring <i>Actions</i>
1. Remembering all of the things I need for school each day (e.g., backpack, gym shoes, and homework). My plan includes putting each item by the door before I go to bed.		
2. Learning how to focus during independent-work times. My plan includes checking in with myself. Was I on task? What took my focus away, or what kept me on task?		
3. Improving my understanding of math concepts. My plan includes studying an extra 15 minutes each night and asking questions when I am confused.		
4. Reduce my anxiety before tests by using calming strategies. My plan includes trying different strategies to		

determine the most effective ones.		
5. Learning how to play the guitar. My plan includes watching online instructional videos, trying out techniques, and practicing 30 minutes every day.		

After the class has completed the chart, explain that there are many strategies and tools (including technology) that we can use for **monitoring** a variety of things (our behavior, effort, mood, activity, nutrition and other health habits, productivity, etc.).

Ask students to think about tools they currently use to monitor. For example, do they use the calendar on their phone? Do they have a student planner where they record their progress?

Other examples might include:

- Graph or tallies (e.g., documenting specific information at regular intervals, then using a graph to illustrate overall success or challenges)
- Journal (e.g., writing a brief entry each day that describes the progress you've made so far, barriers you've encountered, emotions that you are feeling, and specific plans for getting back on track)
- Rubric (e.g., comparing your work to the success criteria for specific assignments to see if you have met the criteria and to figure out specific areas where you need to improve)
- To-do list/checklist (e.g., breaking larger tasks down into smaller pieces to make sure you don't miss anything and checking off each piece as you complete it)
- Timelines (e.g., working backwards from the overall deadline to assign specific deadlines for each smaller piece, then regularly checking on whether you are meeting the smaller deadlines)
- Repeated self-ratings or self-assessments (e.g., regularly **reflecting** on your effort, learning, or emotions/reactions by giving yourself a score at various intervals, then reviewing the ratings to determine your progress across time; this also includes tools like the Effort and Learning Chart, covered in more detail in the next activity)
- Video or picture log (e.g., documenting progress in a visual format to display time-lapse improvements)
- Apps on devices (e.g., calendars or agendas, to-do list, apps specifically intended for self-regulation and monitoring progress)

- Accountability partner check-ins (e.g., having someone check in on you periodically to see if you're on target and discuss any adjustments you might need to make to reach your goal)

Consider writing the examples students have brainstormed as well as the examples above on large chart paper so that students can refer to it as they learn about self-regulation. Remind students that they will likely use multiple monitoring tools as they work toward a goal. Each tool will help them reflect and determine adjustments that need to be made to their self-regulation plan.


## 2. I can use the Effort and Learning Chart to *monitor* my progress

In this activity, students learn about another tool that will help them monitor both their effort and progress in learning something. The **Effort and Learning** chart is a tool students can use to monitor their progress and reflect on how their level of effort is impacting how much they learn.

Show students the Effort and Learning chart and explain that this is another tool that they can use to **monitor** their progress. Explain that when we are working on learning something challenging, we have to think about how much effort we are putting into learning it. The amount of effort and focus we use affects the amount of learning we experience. Ask students to turn to pages 22–23 of their **My Self-Regulation Workbook**. Read through the effort column and discuss the different levels of effort. Ask students to:

- Share an example of a time when you had high effort and you tried very hard, kept a growth mindset, and learned.
- How did high effort affect your learning?
- Share a time when you had low effort and you didn't really try to learn.
- How did low effort affect your learning?

Tell students that they will use the Effort and Learning chart to monitor how much effort they are putting into learning something and to monitor how much learning occurs as a result of their effort. Ask students to write a challenging task they have been working on at the top of the chart. Students may want to use the same challenging concept they reflected on in Lesson 2, Activity 1. Then ask students to think about how much effort they have been using to learn their challenging concept, and to rate their level of learning for their challenging concept. Tell students that they will refer back to this chart every few days and reflect on their effort and learning.

Challenging learning task:		
Effort		Learning
I tried very hard and kept a growth mindset. My effort is helping me learn.		I know this so well that I could explain it to others.
I tried hard and kept a growth mindset, but distractions sometimes got in the way. I will work to maintain my focus.		I can get the right answer, but I don't know it well enough to explain it to others yet.
I tried even when I got frustrated, but there is more that I could do. I will work to keep a growth mindset and focus my efforts.		I understand most of this, but I have more to learn.
I tried but got frustrated and gave up quickly. I will focus on how mistakes are part of learning.		I understand some of this, but I have a lot more to learn.
I didn't really try to learn. I will put in more effort.		I do not understand this yet.

### 3. I can determine how to *monitor* progress toward homework completion

In this activity, students revisit Kinley's plan for homework completion. Students determine specific things that Kinley should monitor. Students create a plan to help them monitor their homework completion for one week.

Ask students to take a few minutes and review the plan that they made for Kinley to help her with homework completion (Lesson 3, Activity 2/page 16 in the **My Self-Regulation Workbook**), and then read the scenario below aloud to students.

**Scenario:** Kinley has been using the self-regulation plan for homework completion for two weeks now. She's been doing some *monitoring* (she has a list of all her homework to check off assignments that she turned in on time, and she uses that to calculate her percentage of on-time homework—she's at 80% now, up from 50% before the plan). She can tell from comparing her first percentage to her current one that she's improved a lot, but she also knows that she can improve further. The problem is that she's not sure where she's getting off track, so she's asking you to help her figure it out. You know that to do this, she'll have to shift her focus from just monitoring *progress* (her percentage of on-time completed assignments) to also monitoring her *actions* that will show where she is and isn't on track. So you decide to help her brainstorm what/how to *monitor* and how often to do it for each piece.

After reading the scenario, ask students to work with a partner and determine specific things that Kinley would need to *monitor* for homework completion (including how often each piece needs to be *monitored*).

Use the guiding questions on pages 23 of the **My Self-Regulation Workbook** to help students identify what and how to help *monitor*:

1. Did she record her assignments accurately and in detail?
2. Did she gather all the necessary materials from school and take them home?
3. Did she plan specific times for doing her homework/studying and stick to these times?
4. Did she manage her after-school time effectively?
5. When she started working on her homework, did she get out all of the supplies that she needed (including those she brought from school and those she has at home)?
6. Did she stay on task while working on it, or did she get distracted?
7. Did she check her homework?
8. Did she put her homework in her backpack after she completed it? Did she remember to get it out of her backpack and hand it in to her teacher on time?

Ask students to share their ideas for helping Kinley monitor her homework completion and remind them that monitoring is an important part of self-regulation because it helps us know if we are on track to meet our goals or if we need to adjust what we are doing. Emphasize that while monitoring progress toward the goal is part of the process (note that the percentage of completed homework is still a piece of the *monitoring*, as shown above), it's not the only piece—we also need to make a habit of regularly *monitoring* all of the other pieces of our plan, because without that knowledge, we won't necessarily be able to tell what part is tripping us up when we encounter problems or aren't making as much progress as we expected.

Show students the example **Daily Homework Planner** and challenge them to use this over the next week to help them *monitor* their own homework completion. Note that some of the things that we discussed when identifying what to *monitor* for the fictional homework completion plan are addressed in this planner, but not all of them. Remind students that while this tool is a good way to get started, their *monitoring* should involve more than just the pieces included on the planner. Remind them that they will also need to know what they will do to address the other self-regulation components (*planning, adjusting* with specific strategies when things are not going as planned based on what they learn from their *monitoring*, and *reflecting* on what's working and what isn't). In other words, this is a good tool to help them get started and make *monitoring* a part of their daily process, but they will need to do more than just use this planner to effectively self-regulate their homework completion.

Class / Assignment	Do I have all the materials?	Do I need help?	Do I need to break it into smaller pieces? What are they?	How long do I think it will take?	Start time	Stop time	How long did it take?




#### 4. I can revise and improve my plan

In this activity, students reflect on how well they have monitored their own plans. Questions are provided to guide student reflections.

Remind students that it is important to monitor your actions and your progress when implementing a self-regulation plan. Explain that they have been working on understanding how to monitor in the last two activities. Tell students that they are going to reflect on how well they have addressed Component 2, *monitor*, in their own plans. Ask students to use page 24 of their **My Self-Regulation Workbook** and individually take a few minutes to review the plan that they made in Lesson 3, Activity 3.

As students are reviewing their plans, ask them to use these guiding questions to help generate more meaningful reflection around their monitoring efforts.

- How are you monitoring your plan?
- How will you know if you are making progress?
- What will happen if you aren't making progress?

Allow students a few minutes to add details about their monitoring efforts to their plan. Then ask students to share how they will monitor their plans, how they will know if they aren't making progress, and what will happen if they aren't making progress.

## Lesson 5: Adjusting as Needed

**Competency:** Self-Regulation 3–6

**Learning Target:** Students understand how to use the information from their monitoring efforts to determine if their plan is off track and to identify the obstacles that are derailing their efforts. Students are able to analyze that information to identify and implement specific actions and strategies to get back on track, then incorporate the new strategies/actions into their future monitoring efforts.

**Materials:**

- Self-Regulation Poster and
- Handout **My Self-Regulation Workbook** for each student.

**Preparation:** Read through each of the activities and determine if you would like your students to work with partners or as a whole group to complete the activities.

**Activities:**

### 1. I can learn to use if–then statements to help me overcome obstacles

This activity introduces students to if–then statements as a tool for helping them learn to predict obstacles they could encounter when working toward a goal. Students identify potential obstacles they could encounter when working toward a goal, and use if–then statements to plan for ways to overcome obstacles.

Explain to students that one way to keep us from needing to **adjust** our plans so much is to brainstorm some potential obstacles, or things that might get in the way of our plan, and think about how we might overcome those obstacles before we experience them. Ask students to brainstorm obstacles for the following scenarios:

1. You have a plan for completing your science fair project by working on it for 15 minutes each night after school. What obstacles might you experience (e.g., not having time because you had soccer practice, forgetting some of the materials needed to complete the work)?
2. You have a plan for improving your shooting percentage in basketball by asking your older brother to help practice and provide you with feedback. What obstacles might you experience (e.g., your brother not having time, you having another activity you forgot about)?

Explain to students that when we think about things that could go wrong, one strategy we can use to help us overcome obstacles is to use if–then statements. Ask students:

- If you had a plan for completing your science fair project by working on it each night at home but you had to practice soccer and felt too tired when you got home, what could you do to keep working toward your goal of completing your science fair project (e.g., get up early and work before school, work on it before soccer)?

Model an if–then statement for the students based on the scenario: “**If** I have soccer practice and I am too tired afterward, **then** I will get up early and work on my science fair project while I am waiting for my ride to school.”

Ask students to provide a few if–then statements for Scenario 2.

If we consider in advance what could derail our efforts, then our plan can incorporate ways to avoid those obstacles in the first place—to help us build this skill, we will brainstorm potential obstacles for specific plans, using if–then statements to strategize how to address specific complications and predict how specific actions/decisions might affect our plan. Let’s practice creating if–then statements for something we want to accomplish by the end of today.

Tell students to think about something they want to accomplish today. Then ask students to think about a potential obstacle that could get in the way of their accomplishment. Tell students to write an if–then statement on page 25 of their **My Self-Regulation Workbook** for a goal they want to accomplish by the end of the day.

**I want to \_\_\_\_\_ . An obstacle I might experience is \_\_\_\_\_ .**

**If \_\_\_\_\_ happens, then I will \_\_\_\_\_ .**

Summarize the activity by emphasizing that it is important for us to think ahead and identify the areas where we might need to **adjust** our plans. When we **monitor** and notice that things aren’t going as we want them to, we need to **adjust** and keep going!

## **2. I can practice using if–then statements to overcome challenges**

In this activity, students reflect and identify their own distractions. Students use if–then statements as a strategy to overcome their distractions. This strategy will help students increase their ability to complete their plans and improve their self-regulation overall.

Remind students that they have been learning about the third component for self-regulation, **adjust** as needed. When we learn to prepare for potential challenges or obstacles, we increase the likelihood that we will overcome them and continue with our self-regulation plans. Tell students that they are going to practice predicting challenges and creating if–then statements to address them.

Explain to students that a benefit of improving our self-regulation is that we also improve our ability to resist and manage distractions. Distractions can become obstacles to completing our plan if we don’t learn how to manage them. Explain that there are typically common distractions that we might encounter when working on any type of goal (e.g., watching TV instead of doing my homework, getting/eating snacks instead of working, friends/family wanting to talk or hang out, losing track of time while playing a game). By considering ahead of time what distractions we might encounter and then planning for how we would manage them, we will be more likely to successfully resist/manage those distractions and continue making progress toward our goal. Ask students:

- What are some distractions we have experienced (e.g., being stressed and thinking about other things, friends talking, someone tapping their pencil, noises in the hall)?
- How can we stay focused when we experience distractions (e.g., move to a quiet spot, put on headphones, take a few breaths to calm down)?

Remind students that managing distractions could include things like changing how you approach something (e.g., setting alarms for your study breaks so that you aren’t tempted to take longer breaks than you need) or changing your environment (e.g., you might start studying on your own at home if you end up doing more talking than studying when you study with friends after school).

Tell students that they are going to practice creating if–then statements for a few scenarios. Tell them to think about any potential obstacles including potential distractions. Divide students into small groups and ask them to use pages 26–27 of their **My Self-Regulation Workbook** to complete the activity. Before students write if–then statements in their groups, explain that strategies to address challenges can include things like asking someone for help, using specific resources, changing their environment, or changing their own actions/behaviors. The important thing is that their actions/strategies should be both feasible to do and effective in addressing the challenge.

Scenario	3 Potential Challenges (What could get in my way?)	If–then statement to address 1 of the obstacles
1. You have a big test in two weeks. You plan to study 15 minutes each evening.		
2. You are going to try out for the school talent show by playing your saxophone. You plan to practice with the band teacher each day before school.		
3. You want to improve your serve in volleyball. You have a plan to watch YouTube videos on how to get better at serving and practice using the strategies suggested in the video.		
4. Your little brother often annoys you, so you yell at him. You know this hurts his feelings. You’d like to talk to him without getting so mad.		
5. It seems like your room is always messy, and you want to change that. You decide to spend 15 minutes each evening tidying it up so that it will stay clean.		
6. When working on your math assignment, you often get frustrated and give up. You decide that you’ll count to ten and		

then keep working even though it's hard.		
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After students have had time to complete the activity, ask them to share a few of their challenges and if-then statements. Remind students that learning to predict challenges they may encounter will increase their ability to complete their plans and improve their self-regulation overall.

**3. I can address challenges and distractions in my own plan**

In this activity students identify distractions and create a plan to manage or resist those distractions. Students learn that distractions can also be obstacles if they don't learn how to predict and manage potential distraction. Questions are provided to help guide students to determine potential distractions.

Remind students that they have been learning how to adjust their plans when they experience challenges, obstacles, or distractions. Ask students to review the plans they made in Lesson 3, Activity 3, and the strategies for monitoring progress that they identified in Lesson 4, Activity 3 (pages 23–24 their **My Self-Regulation Workbook**).

Then have students individually fill out the table below on page 28 of their **My Self-Regulation Workbook** by writing at least two distractions or challenges that they are likely to encounter while working on their plan, writing two ways that they have managed or could manage the distraction or challenge, and writing an if-then statement for one of the potential solutions for each distraction. Encourage students to make their potential solutions and if-then statements as realistic as possible, considering what they would actually do to effectively address the challenge.

<b>Distraction/Challenge</b>	<b>Two possible ways to manage or resist this distraction/challenge</b>	<b>One if-then statement for resisting the distraction/challenge</b>
<b>Example:</b> Even though I set aside 4:00–5:00 as homework time, I typically end up spending at least 15 minutes (and sometimes 20) of that time watching TV.	<ul style="list-style-type: none"> <li>• Schedule a break for 4:25-4:30 and set alarms so I stick to that schedule.</li> <li>• Use wall clock to track time; turn TV off.</li> </ul>	<b>If</b> I am tempted to watch TV during my homework hour, <b>then</b> I will ask my mom to turn off the TV and/or hold the remote until my homework is done.

After students have completed the chart, ask them to share their challenges and if-then statements with a partner. Each person should provide the other with feedback regarding their challenges and if-then statements. Ask students to use these guiding questions to help generate feedback for their partner:

- What other challenges can you think of for your partner's plan?

- Do your partner’s if–then statements seem realistic?
- Will the if–then statements help your partner overcome a challenge?

#### 4. I can choose actions that will positively impact a plan

In this activity, students strengthen their ability to consider how various actions and decisions affect the outcome of a plan. The choices we make when working toward a goal can also become obstacles for completing a plan. Students need to understand that their actions can either positively or negatively affect the likelihood that they will complete a task. An important part of successfully **adjusting** as needed when things are not going as planned (and successfully self-regulating in general) is understanding how decisions that you make will affect your progress and your overall plan. Review the completed example with students.

Explain to students that there are numerous options for how we could react in a given situation and there usually isn’t a right or a wrong option. Learning self-regulation can help us think about the actions that will be most effective in helping us reach our goals.

Tell students that you are going to read a few scenarios to them and that they will need to determine what the character should do next in each situation and what would be the likely outcome of the action. Begin by reading the scenario. Then ask students:

- What would you do?
- What’s the likely outcome of that choice?
- What other choices could you make? What would be the outcome of those?

When completing this activity, students should consider what they would be most likely to do in that situation. Explain that self-regulation isn’t just about always making what you think is the “responsible” choice—it’s about thinking through which actions/strategies will be most effective in helping you reach your goal while still being realistic about the other demands on your time, attention, energy, etc. For instance, in the example, it’s not about just saying that you would skip the activity with your friends so that you could stick to your goal—it’s about being realistic about what the results of the choices would actually look like, and making sure that you’re not ignoring the fact that sometimes you need to take a break and have fun in order to be able to be productive when working toward your goals.

Scenario	What would you do?	What’s the likely outcome of your choice?	What other choice(s) could you have made? What would be the likely outcome then?
<b>Example:</b> You <i>made a plan</i> to improve your reading skills (read 20 minutes every night). You had the flu for three days and didn’t do any reading. You had planned to catch up by reading 25 minutes for the next couple of weeks. But you just heard that tomorrow your friends are getting together to	I really want to join my friends tomorrow, especially since I’ve spent the last few days being miserable with the flu. But I also want to make progress on my reading skills so that I can still meet my	I will be able to hang out with my friends while still meeting my goal.  I will also have a chance tomorrow to	I could have chosen to stick to my plan and not go with my friends, which probably would have gotten me back on track. But it might also have made me feel disappointed and frustrated about missing out, which would make it harder to stay on task.

<p>play sports, and you know that if you join them, you won't have time to do your planned reading.</p>	<p>reading goal. To do both of those, I will plan to read 25 minutes tonight, join my friends to play sports, and read another 25 minutes every day for the next two weeks, including Saturday and Sunday.</p>	<p><b>monitor</b> my progress and update my plan based on that information.</p>	<p>Or I could have chosen to go with my friends and keep my plan to read 25 minutes tonight and the day after tomorrow, just skipping tomorrow's reading. This would have let me hang out with my friends but wouldn't have gotten me back on track for my reading goal.</p> <p>I could have asked someone to read with me. My teacher says choral reading helps my reading skills too.</p>
<p>You've been sent to the office twice this month for disrupting class. You sit by a friend, and sometimes when you're both finished with your work and waiting for the next task, you start talking and don't realize you're being disruptive. You <b>make a plan</b> to focus on other things like reading ahead on the next topic for that class or doing homework. It worked yesterday, but today your friend wants to show you his new Minecraft build and is hurt when you say no.</p>			
<p>You have a big part in the school play, and you need to learn your lines. You have a plan to practice with your friend during recess. You have practiced each day this week and almost have all of your lines memorized. Your friend asked you to be her partner in the four-square tournament during recess.</p>			

Summarize the activity by reminding students that they will have choices to make as they are working toward a goal. Some choices will help you reach your goal more quickly. We don't always have to choose the action that is focused on our goal, but we do have to get back on track and keep working toward our goals.

## Lesson 6: Reflecting on Your Plan

**Competency:** Self-Regulation 3–6

**Learning Target:** Students are able to engage in self-directed reflection (both during and after their efforts). When making and using a plan, students include opportunities to reflect on their progress. After completing a self-regulation plan, students reflect on what worked and what didn't, what they accomplished, and how they can apply their knowledge going forward.

**Materials:**

- Self-Regulation Poster,
- [Self-Regulation Reflecting Poster](#),
- Marshmallows and toothpicks for each student,
- Chart paper for Activity 1, and
- Handout **My Self-Regulation Workbook** for each student.

**Preparation:** Hand out/visually display the activities for this lesson.

**Activities:**

### 1. I can determine how I will use *reflection*

In this activity, students learn about the importance of reflecting both during their plan and after they have completed it. Students brainstorm different tools they can use to reflect.

Refer to the Self-Regulation Poster and briefly remind students of the four self-regulation components: **making a plan**, **monitoring** that plan, **adjusting** as needed to stay on track, and **reflecting** on what worked.

Explain to students that this lesson focuses on the fourth component—**reflecting** on your self-regulation plan and your progress toward your goal—and they're going to learn how to incorporate **reflection** both during and after self-regulation efforts and how to frame their **reflection** to make it most effective. Define the word **reflection**: thinking about how you are doing in learning something new or getting better at something. Explain to students that **reflection** is a vital part of self-regulation because if we don't consider what gave us trouble and what helped us when working on our plan, we won't learn as much as we could from the experience. In other words, whether or not we accomplish our self-regulation goal, without **reflection** we will not gain important broader knowledge about ourselves, our self-regulation abilities, our best methods for mastering challenging skills/tasks, and how we can continue to grow and improve.

Share this analogy with students: Working through a self-regulation plan without taking time to **reflect** during and after your efforts is like taking practice spelling tests several times but never reviewing the results and thinking about where you misspelled, what you spelled correctly, and what you could do to improve. You can use the information to focus your preparation more precisely for additional attempts. You wouldn't take practice spelling tests multiple times and never review the results; you shouldn't work on a self-regulation plan without **reflecting** on what you can learn from it and how you can use that knowledge going forward. **Reflecting** on your self-regulation will help you not only identify if you have made progress on or reached your goal but also improve your future efforts by helping you identify specific parts of self-regulation that you struggle with the



most, the strategies that were most effective for you, ways that you might want to change or refine your overall approach in the future, etc.

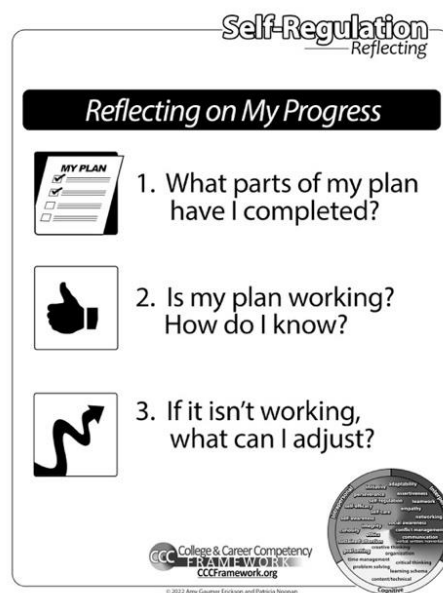
Show students the Self-Regulation Reflecting Poster and explain that when we **reflect**, we ask ourselves these questions:

- What parts of my plan have I completed?
- Is my plan working? How do I know?
- If it isn't, what can I do to get better?

As a class, brainstorm the different methods or tools that students have used to support their **reflection** in the past. As the students are brainstorming, list their ideas on chart paper so they can reference it as they go through the self-regulation process.

Examples might include:

- Journal (e.g., writing a brief entry each day where you consider things like the progress you've made so far, what you still need to work on, specific plans for getting back on track)
- Videos/pictures (e.g., you could record a video journal of yourself **reflecting** on your progress each day or take daily videos/pictures to record your progress and write an accompanying daily **reflection** about what the video/picture means in terms of progress)
- Verbal **reflection** with trusted adult or peer (e.g., sharing your thoughts with someone who will provide quality support/feedback can enhance your **reflection**, as the conversation might prompt you to consider new ideas or think more deeply about certain things)
- Evaluate your plan based on effectiveness (e.g., using your monitoring data to see if you are making adequate progress toward your goal; in addition to considering progress toward the overall goal, it's important to **reflect** on whether your plan is effectively helping you accomplish the smaller tasks that will build to the overall goal)
- Determine what you would do differently in the future (e.g., consider what obstacles you encountered, how you managed them this time, if that was effective, and if you could maybe change your plan next time so that you avoid the obstacles completely)
- Compare the outcome to previous outcomes (e.g., for a goal of writing a quality story, compare this story to the one you did before and **reflect** on specific differences—not just overall grade but if you improved in specific areas like grammar, voice, content, and what pieces of your plan best supported that improvement)
- Identify the most successful and least successful strategies used (e.g., consider things like which steps of your plan required the most adjustments to make them work, which steps worked perfectly, which steps didn't work at all, and then dig deeper to think about what



strategies/actions/behaviors were involved in accomplishing those steps and identify which ones you struggled with the most and which worked great)

Tell students that they are going to practice making a detailed plan and **reflecting** during and after they have completed a plan. The plan they will make is for participating in a game where they build a tower out of toothpicks and marshmallows. Tell the students that they will create a plan for building the tallest toothpick tower in 3 minutes and that you will stop the game midway through so that they can practice **reflecting** on their plan and **adjust** it as needed. After the game is over, you will ask them another set of questions to help them **reflect** after they have completed their plan for the game.

Refer back to the Self-Regulation Planning Poster that was introduced in Lesson 3. Remind students that a good plan answers the questions on the poster:

**To make a good plan, think about:**

1. What do I need to do?
2. By when?
3. How will I do it? What steps/actions do I need to do?
4. What could go wrong?
5. What adjustments could I make along the way?

Ask students to write their plans on pages 31–32 of the **My Self-Regulation Workbook**.

My plan for building a toothpick tower in 3 minutes is:

- 1.
- 2.
- 3.

I will **monitor** my plan by \_\_\_\_\_.

I will **adjust** my plan by \_\_\_\_\_.

Start the game and let the students work on their towers for 1.5 minutes. Then ask them to stop their building and **reflect** by asking the questions on the Self-Regulation Reflecting Poster aloud:

- What parts of my plan have I completed?
- Is my plan working? How do I know?
- If it isn't, what can I do to get better?

Give the students a few minutes to **reflect** and **make adjustments** to their plan. Tell students they are going to complete the game and then **reflect** on their plan after building the tower. After 1.5 minutes, tell students to stop building the tower. Ask students:

- Did you remember to **monitor** your plan?
- What **adjustments** did you make to get back on track?
- What parts of your plan worked the best?

Allow students a few minutes to write their *reflections* on pages 31–32 of their **My Self-Regulation Workbook**. Conclude the activity by emphasizing that this activity was really about self-reflection. It is taking a moment to think about what we did to achieve, grow, or learn. When we take the time to stop and *reflect* on our progress, we can identify things that would make the tasks easier or better.

## 2. I can add reflection tools in my own plan

In this activity, students review how well they have addressed Component 3, *reflection*, in their own plan and identify ways to improve their use of reflection. Students need to practice reflection in all areas of their lives. They may already reflect without realizing it as they are learning something. This activity supports students in understanding the importance of reflecting on their learning and using reflection as a vital part of the self-regulation process.

Have students spend a few minutes individually answering the prompts below on pages 33–34 of their **My Self-Regulation Workbook**. Explain that the purpose of this activity is to help students understand their current approach to learning from their efforts both during and after working on a self-regulation plan (in school, sports/extracurricular activities, at home, etc.).

Write a few sentences about if/how you plan to *reflect during* your self-regulation process. Consider the questions below when writing your answer:

- Will you think about how much progress you have made and determine what you need to do next?
- What sort of things will you think about as you determine what you need to do next (e.g., progress, challenges, adjustments)?
- Will you write down your ideas for improving or just think about them?
- Will you need someone else (e.g., teacher, parent, friend) to remind you to reflect, or do you do it on your own?

Write a few sentences about how you plan to *reflect after* your self-regulation plan. Consider the questions below when writing your answer:

- How will you *reflect* after you finish your goal or task that you worked to self-regulate?
- What questions will you ask yourself (e.g., what went well, what needs improvement, what progress you made toward your goal)?
- Will you write down your thoughts from your *reflection* or just think about them?
- Will you need someone else (e.g., teacher, parent, friend) to remind you to *reflect*, or do you do it independently?

After students have had time to record their thoughts, ask them to work with a partner and share their ideas for reflecting during and after they implement their self-regulation plans. Remind them that they should also give each other feedback. Ask students to use these guiding questions to help generate meaningful feedback for their partner:

- What other reflection questions could you suggest to your partner?

- Does your partner have ideas for reflecting during and after they implement their self-regulation plan?
- How will your partner use what they learned from reflecting on their self-regulation plan?

Summarize the activity by reminding students that reflection is an important part of self-regulation and learning. Anytime they are working toward a goal or trying to accomplish a task, they should stop and ask themselves:

- What parts of my plan have I completed?
- Is my plan working? How do I know?
- If it isn't, what can I do to get better?

## Lesson 7: Self-Regulation—Putting It All Together

**Competency:** Self-Regulation 3–6

**Learning Target:** Students are able to apply their self-regulation knowledge and use all four components while developing a self-regulation plan for something they want to learn or practice.

**Materials:**

- Self-Regulation Planning Poster,
- Self-Regulation Reflecting Poster,
- List of Monitoring Tools from Lesson 4, Activity 1,
- List of Reflection Tools from Lesson 6, Activity 1, and
- Handout **My Self-Regulation Workbook** for each student.

**Preparation:** Students are assigned a reflection partner that they will meet with as they are implementing their self-regulation plans. Consider how you will assign each student an accountability partner. For example, will you assign them to work with someone who has a similar goal, or will you assign them to work with someone that they feel comfortable to discuss their plan with?

Students have been working on detailed plans that include all four components. In this activity, they pull all of their work together as they prepare to implement their self-regulation plans. They review the thoughts and ideas they have generated for each component and summarize them into a one-page self-regulation plan. They receive feedback on each component, and at the conclusion of this lesson, they should have detailed, concise plans for reaching a goal or accomplishing a task.

**Activities:**

### 1. I can prepare my plan for implementation

In this activity, students revisit the plans they made in Lesson 3, Activity 4. They thoroughly review and reflect on their development of their self-regulation plan and create a final draft that is their best work.

Remind students that they have made a detailed plan for meeting a goal or accomplishing a task. Explain to students that they will only focus on fine-tuning one portion of their plan in this activity. They are going to focus on the plan itself. Ask them to refer back to page 18 of their **My Self-Regulation Workbook** to Lesson 3, Activity 4, and review the plan they developed. Review the items to consider on the Self-Regulation Planning Poster and ask students to confirm how their plan addresses each question. Tell students they should give their plan one more review and reflect on how detailed and realistic it is. As students are reviewing their plans, ask them:

- Does your plan contain all the details necessary to be effective?
- As you were learning more about self-regulation, did you have additional details or ideas that need to be added now?
- Is your goal still important to you, or do you need to write a new plan?

Once students have had time to reflect on their plan, ask them to use page 38 of their **My Self-Regulation Workbook** and write their plans in the space provided. Students are only completing Sections 1 and 2 of their My Self-Regulation Plan document.

## **My Self-Regulation Plan**

### 1. **Goal:**

- What do I need to do?
- When do I need to accomplish it?

### 2. **Detailed Plan**

- How will I do it?
- What steps/actions do I need to do?

After students have had time to write the final version of their plans, ask them to share their goal and a few details about their plan. Remind students that they practiced making plans for several weeks and now they understand the importance of making a plan and including details.

## **2. I can fine-tune my monitoring tools**

In this activity, students review what they have learned about monitoring, including the difference between monitoring actions and outcomes. They review their initial ideas for how to monitor their plans, and make any necessary adjustments based on what they have learned about monitoring. You have emphasized the importance of **monitoring** their plan to help them determine if they are on track for meeting their goal.

Remind students that they have learned about the importance of monitoring and that monitoring a plan will help them determine if their plan is going well or if they need to adjust their plan and try a different way to accomplish a task or reach a goal. Ask students to refer back to the list of monitoring tools they brainstormed in Lesson 4, Activity 1. Remind students that they also practiced using the Effort and Learning chart in Lesson 4, Activity 2. Review the difference between monitoring an action and monitoring an outcome and emphasize that students need to monitor the effectiveness of their action steps in helping them reach their goal.

Finally, ask students to refer back to Lesson 4, Activity 4, on page 24 of their **My Self-Regulation Workbook**, where they identified some tools they planned to use to monitor their plans. As the students are reviewing their monitoring tools, ask:

- What tools did you choose to monitor your plan when you first learned about monitoring?
- Are the monitoring tools you chose still appropriate? Do you have access to them, and will they be easy for you to use?
- What actions are you monitoring?
- What outcome are you monitoring?
- Are there additional monitoring tools you want to include in your plan?

Once students have had time to reflect on their monitoring tools, ask them to use pages 35–36 of their **My Self-Regulation Workbook** and write in the space provided about the tools they plan to use for monitoring. Students are only completing Section 3 of their My Self-Regulation Plan document.

## **My Self-Regulation Plan**

### 1. **Goal:**

- What do I need to do?
- When do I need to accomplish it?

## 2. **Detailed Plan**

- How will I do it?
- What steps/actions do I need to do?

## 3. **I will monitor my plan by:**

(Name at least two different tools you will use to monitor your progress)

- Actions I am monitoring are:
- I will know I am making progress if:
- I will know I am not making progress if:

After students have had time to write about the tools they will use to monitor their plan as well as the actions they will be monitoring, ask them to summarize their monitoring efforts for the class. Remind students that monitoring their plans is important to know if they are on track to meet a goal. If we don't monitor the action steps in our plan to determine whether or not they are working, we will not know if we need to adjust our plans, and we will not know if we going to meet our goal.

## 3. **I can review and improve how I will adjust my plan**

In this activity, students review what they have learned about adjusting their plans if needed. They understand the importance of predicting challenges they might experience while implementing their plan and have created if-then statements to address challenges. Students review their initial if-then statements and determine if they want to include those in their final plan or create new ones for challenges they may not have considered.

Remind students that they have learned how to think about and predict potential challenges or obstacles they might experience while implementing their self-regulation plans. They have practiced creating if-then statements to address challenges, and they understand how important it is to adjust your plan rather than giving up when you experience an obstacle.

Ask students to refer back to Lesson 5, Activity 3, on pages 28–29 of their **My Self-Regulation Workbook**, where they wrote some if-then statements for their plan. Ask them to think about their plan and what they have learned about predicting obstacles. Remind students that distractions can also become obstacles. Review the chart they completed in Lesson 5, Activity 3, on page 28 of their **My Self-Regulation Workbook** and discuss the distractions and challenges they entered in the chart that could derail their plans. As students are reviewing their if-then statements, ask:

- Did you address all potential challenges, or are there new challenges you have thought of?
- Are your if-then statements realistic? Do they seem like something you could really do?
- How will your if-then statements keep you on track for meeting your goal?

Once students have had time to reflect on how they will adjust their plans, ask them to use pages 36–37 of their **My Self-Regulation Workbook** and write their if–then statements in the space provided. Students are only completing Section 4 of their My Self-Regulation Plan document.

### **My Self-Regulation Plan**

1. **Goal:**

- What do I need to do?
- When do I need to accomplish it?

2. **Detailed Plan**

- How will I do it?
- What steps/actions do I need to do?

3. **I will monitor my plan by:**

(Name at least two different tools you will use to monitor your progress)

- Actions I am monitoring are:
- I will know I am making progress if:
- I will know I am not making progress if:

4. **I will adjust my plan if I experience challenges or distractions. Potential challenges or distractions I may experience are:**

- Write an if–then statement for each challenge or distraction.

After students have had time to write about how they will adjust their plans, ask them to share a few of the challenges they could experience and how they will address those challenges. Remind students that it is likely that they will need to adjust their plan. They may need to adjust their plans several times before they find action steps that are effective in helping them progress toward their goal. Learning to adjust when things don't go as planned is an important skill which will help them persist through difficulties.

#### **4. I can evaluate and improve my reflection efforts**

In this activity, students review how they will reflect on their plan both during implementation and after completion of the plan. They understand the importance of using reflection to improve their plan and the likelihood that they will reach their goal.

Show students the Self-Regulation Reflecting Poster and remind them that as they are implementing their plans, they need to embed opportunities to think about how things are going and what they could do to improve their plan. We also need to take time after our plan is complete to think about what parts of it were successful and whether we can use those actions the next time we make a self-regulation plan. Ask students to refer back to the list of reflection tools they generated in Lesson 6, Activity 1. Then ask students to review the reflection tools they determined they would use in Lesson 6, Activity 2. As students are reviewing their tools, ask:

- How will your reflection tool help you with your self-regulation plan?
- Are there other reflection tools you would like to include?
- How will your reflection tool help you with future self-regulation plans?



Once students have had time to think about how they reflect during and after their plan, ask them to use page 37 of their **My Self-Regulation Workbook** and write about their reflection tools in the space provided. Students are only completing Section 5 of their My Self-Regulation Plan document.

### **My Self-Regulation Plan**

1. **Goal:**

- What do I need to do?
- When do I need to accomplish it?

2. **Detailed Plan**

- How will I do it?
- What steps/actions do I need to do?

3. **I will monitor my plan by:**

(Name at least two different tools you will use to monitor your progress)

- Actions I am monitoring are:
- I will know I am making progress if:
- I will know I am not making progress if:

4. **I will adjust my plan if I experience challenges or distractions. Potential challenges or distractions I may experience are:**

- Write an if-then statement for each challenge or distraction.

5. **I will reflect on how my plan is going during and after I have implemented it.**

- While I am implementing my plan, I will reflect by:
- After I have completed my plan, I will reflect by:

After students have had time to write about their reflection tools, ask them to share how they plan to reflect. Remind students that when we reflect, we give ourselves the opportunity to improve what we are doing and become better learners. Explain to students when we are first learning self-regulation, it can be difficult to hold ourselves accountable for reflecting. Tell them that you are going to assign them a Reflection partner that they will meet with as they are implementing their plan. Their partner will help them think about the parts of their plan that are going well and the parts of their plan that they may need to adjust. Explain to students that at this point, they should have a final copy of their plan including each component in their **My Self-Regulation Workbook**. The next step will be to implement their plans!

## Lesson 8: Implementing Your Plan

**Competency:** Self-Regulation 3–6

**Learning Target:** Students are able to apply their self-regulation knowledge to monitor, adjust, and reflect on their self-regulation plans.

**Materials:**

- Handout **My Self-Regulation Workbook** to each student,
- Self-Regulation Poster,
- Self-Regulation Reflecting Poster, and
- Self-Regulation Planning Poster.

**Preparation:** Determine a specific time 2–3 days per week that students will be given 10–15 minutes to complete the activities in Lesson 8.

**Activities:**

### 1. I can *monitor* my self-regulation plan

After completing each activity from Lesson 7, students should have a detailed self-regulation plan that addresses all four components, obstacles, and reflection tools. Students should be ready to implement their plans and begin *monitoring* their progress. It is important to build time into their schedule to review their plans, *monitor* their plans, *adjust*, and *reflect*. We suggest that 10–15 minutes every few days should be spent revisiting their plans.

Lesson 8, Activities 1–3 are question based and meant to provide accountability for the students to refer back to the specific components of their plans and *reflect* on how well they are addressing each step. You will do Activities 1–3 sequentially each time you provide students time to update their plans. You may need to repeat the sequence several times until students have had time to complete their self-regulation plans. Self-Regulation is an ongoing process that, with practice, students will learn to follow on their own.

Explain to students that they are going to take a few minutes and review how their self-regulation plan is going. They are going to do this by *monitoring* their plans. Students should refer back to Lesson 7, Activity 2, and review how they are *monitoring* their plan. Ask students to consider these questions to help them *monitor* how their plan is going so far:

- Which tool did you choose to *monitor* your plan (e.g., tally marks, graph, writing)?
- Are you using your tool to *monitor* your plan (e.g., making a tally mark each time I remember to bring my backpack to school, etc.)?
- Do I need to update my *monitoring* efforts at this point in time?

Allow students a few minutes to update their progress on their plan by making tally marks for completed steps, graphing progress, or writing about their progress so far on page 39 of their **My Self-Regulation Workbook**. Each time the students are asked to *monitor* their plans, they will return to this page. Students will need to *monitor* their plans several times before they complete the plan.

After a few minutes, ask students:

- Are you making progress toward your goal?
- How do you know?
- Are you on track for meeting your goal?

Explain to students that they will be asked to **monitor** their progress a few more times. Each time, you will ask them the guiding questions, and they will think about their progress.

## 2. I can **adjust** my plan

After you have asked students to complete Lesson 8, Activity 1, for **monitoring** their plans, give them the opportunity to **adjust** their plans if needed. Remind students that it is important to make changes and **adjust** their plans if they are not making progress. When we **adjust** our plans, we make them better and increase the likelihood that we will meet our goals.

Ask students to refer back to Lesson 7, Activity 3 and review the obstacles they brainstormed for their plan.

Help students determine if they have experienced obstacles and need to **adjust** their plan by asking the following questions:

- Have you experienced any obstacles while working on your plan?
- Do you need to **adjust** your plan based on the obstacles?
- Can you use your if–then statements to help you **make adjustments**?
- Will your adjustments help you meet your goal? How do you know?

Give the students a few minutes to review their obstacles and write about or draw the adjustments they need to make in their plan in Lesson 8, Activity 2, on pages 39–40 of the **My Self-Regulation Workbook**. Circulate around the room and provide guidance, support, and feedback as students **adjust** their plans. After 10–15 minutes, ask students to share what they have experienced and how they have **adjusted** their plans. Remind them that they will need to **monitor** their **adjusted** plans and that they may need to **adjust** their plans again.

## 3. I can **reflect** during my plan

After students have completed Activities 1 and 2 (**monitored** and **adjusted** their plans), remind students that it is important to **reflect on**, or think about, how their plan is progressing. Show students the Self-Regulation Reflecting Poster and review the questions they should ask themselves as they are working on their plans. Explain to students that **reflecting** during and after they complete their plan will help them get better at self-regulation.

Ask each student to meet with their reflection partner and use the questions for the appropriate date on page 41 of their **My Self-Regulation Workbook** to help each other **reflect** on how well their plan is going. Each student should respond verbally or in writing to their partner’s **reflective** questions. Remind students that taking the time to **reflect** is a way that we determine what we are doing well and where we may need to make some adjustments. When we **reflect** on our self-regulation plans, it helps us make better plans.

Reflection Date 1:

- What part of your plan is going well?
- What steps of your plan have you completed?
- What obstacles have you experienced?
- Have you made any adjustments? Are the adjustments helping you?
- Are you on track for reaching your goal?

Reflection Date 2:

- What part of your plan is going well?
- What steps of your plan have you completed?
- What obstacles have you experienced?
- Have you made any adjustments? Are the adjustments helping you?
- Are you on track for reaching your goal?

Reflection Date 3:

- What part of your plan is going well?
- What steps of your plan have you completed?
- What obstacles have you experienced?
- Have you made any adjustments? Are the adjustments helping you?
- Are you on track for reaching your goal?

#### 4. I can *reflect* after my plan

Students have completed their Self-Regulation plans. In this activity, they meet with their reflection partner one more time to determine what areas of the plan were successful and what they will do differently the next time they implement a self-regulation plan.

Remind students that it is important to reflect as we are working on our self-regulation plan and after we have completed it. When we reflect after we have completed it, we are able to determine what to do differently next time and what parts of our plan were most successful. Ask students to work with their reflection partner and discuss their self-regulation plans.

**Post-Plan Reflection:**

- What part of your plan was the most successful?
- Did you complete each step in your plan?
- Were you successful in overcoming challenges or obstacles?
- How many times did you adjust your plan?

- Did you meet your goal? If you didn't meet your goal, explain what you have learned about self-regulation and how you will use it in the future.

After students have had time to work with their partners, ask them to share their reflections. Ask students:

- What was most successful in your self-regulation plan?
- How will you use what you learned about self-regulation in other areas of your lives?
- What will you do differently the next time you implement a self-regulation plan?

## Assessing Your Self-Regulation (Post-Test)

**Competency:** Self-Regulation 3–6

**Prerequisites:** Students should have completed the self-regulation lessons.

**Learning Target:** Students reflect on current self-regulation behaviors and assess growth in understanding and applying self-regulation concepts.

**Materials:**

- Printed handouts *Self-Regulation Knowledge Test 3–6* and
- *Self-Regulation Performance-Based Observation tool*.

To record the *Self-Regulation Performance-Based Observation* results, you or your school will need an account on <https://www.cccstudent.org/>, a free assessment site. You can also print copies of the Self-Regulation Performance-Based Observation for each student if you prefer to do your observation using paper/pencil.

**Preparation:** Create another *Self-Efficacy Post-Test* administration using the instructions at <https://www.cccstudent.org/>

### 1. Re-administer the *Self-Regulation Knowledge Post-Test 3–6*

Explain to students that they will be taking the *Self-Regulation Knowledge Test 3–6* again. For items 1–19, they will rate how each of the statements applies to them using a 5-point scale. Each answer should be based on how they feel. Then students will complete the second part of the assessment, which measures knowledge about self-regulation. Tell students that they should feel more comfortable with this section because they have completed the Self-Regulation Lessons.

Explain to students that they may feel different about some of the statements now that they have learned about self-regulation. Tell them that you are going to meet with each of them so they can compare their pre-test to their post-test.

## Self-Regulation Knowledge Test 3–6

Student ID \_\_\_\_\_

Date \_\_\_\_\_

	Not very like me <span style="font-size: 1.5em;">→</span> Very like me				
	1	2	3	4	5
1. I plan out projects that I want to complete.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I finish my chores and schoolwork before I do something fun.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I know how much time I need to complete my schoolwork.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I have a plan for calming myself when I'm mad.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. It is hard for me to get started on a big project or assignment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I keep track of how I'm doing in school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I know when I'm behind on a project.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I often lose track of time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I have trouble remembering all the things I need to do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I make choices to help me succeed, even when they aren't the most fun.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. When something is hard, I try lots of ways to succeed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. When I'm mad, I try ways to calm myself down.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I have a hard time staying focused on my work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. When I get behind or don't understand my work, I often give up.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. I think about how well I'm doing on my assignments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. I am proud of myself when I get everything done on time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. I think about how well I've done in the past when I set new goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. When I fail at something, I try to learn from my mistakes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. I keep making the same mistakes over and over again.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Multiple Choice

20. Choose the best description of self-regulation.

- a. When you plan for how to reach a goal, learn a skill, or accomplish a task.
- b. When you plan, monitor, adjust, and reflect to reach a goal, learn a skill, or accomplish a task.
- c. When you follow your teacher's detailed directions for reaching a goal, learning a skill, or accomplishing a task.
- d. When you make progress toward reaching a goal, learning a skill, or accomplishing a task.

Decide if each of the scenarios describes at least one component of self-regulation.

Scenario	Is it a self-regulation component?	
21. After school, your parent takes your tablet and says you'll get it back when your homework is done.	Yes	No
22. When you are feeling angry, you take a few deep breaths to calm down.	Yes	No
23. You write down the homework that you need to complete and check it off your list as you finish it.	Yes	No
24. You were working on your math problem and got stuck. You wanted to ask your mom for help, but she was gone, so you left the answer blank.	Yes	No

Identify which self-regulation component (**plan, monitor, adjust, reflect**) each behavior addresses:

Behavior	Component			
25. Making a to-do list.	Plan	Monitor	Adjust	Reflect
26. Crossing off item on your to-do list as you finish them.	Plan	Monitor	Adjust	Reflect
27. Thinking each day about what went well, what was hard, and specific things you've learned.	Plan	Monitor	Adjust	Reflect
28. Breaking down big goals into smaller pieces.	Plan	Monitor	Adjust	Reflect
29. After encountering a problem, looking for solutions and trying as many as needed until you solve your problem.	Plan	Monitor	Adjust	Reflect

30. Which of these would you **NOT** use to monitor progress on your self-regulation plan?
- e. A graph showing your progress over time.
  - f. A journal where you describe daily progress and identify if you are on track with on your plan.
  - g. A rubric to compare with your work to see if you are doing your best work.
  - h. A comparison of your progress to your friend's progress on the same project/assignment.

**True or False**

- 31. \_\_\_ Self-regulation is important for school, but it doesn't really help improve athletic or musical ability.
- 32. \_\_\_ Using self-regulation can help you resist distractions.
- 33. \_\_\_ Most kids are good at self-regulation and don't need to work on it.

**Open-Ended**

- 34. Imagine that you are struggling to learn a skill in math. How could you self-regulate to improve your learning.

**2. Observe students using the *Self-Regulation Performance-Based Observation***

You have observed your student's self-regulation behaviors at least two times per year in order to see student growth as well as challenges. To complete the *Self-Regulation Performance-Based Observation*, you or your school will need an account on <https://www.cccstudent.org/>, a free assessment site. Compare each observation, noting the areas where students exhibit strong self-regulation and where students need growth in self-regulation concepts.



## Self-Regulation Performance-Based Observation

**Student Number:**

**Observation Date(s):**

Based on your observations, use the following scale to evaluate the student's self-regulation behaviors by placing a checkmark in the column that best represents their performance/application of each behavior.

**Beginning:** Not yet able to demonstrate without scaffolding.

**Emerging:** Minimal or superficial demonstration; prompting likely required.

**Proficient:** Sufficient demonstration, including self-appraisal and detailed, personalized application.

**Advanced:** Independent and consistent demonstration; teaches/prompts others.

**Not observed:** Select this if you have not had an opportunity to observe a situation where the individual student could potentially apply the relevant behavior.

Self-Regulation Sequence Indicators	Beginning (1)	Emerging (2)	Proficient (3)	Advanced (4)	Not Observed
1. Demonstrates the ability to create a plan to accomplish a task or set of tasks.					
2. Identifies potential barriers to plan completion using if-then statements.					
3. Monitors progress of efforts over time.					
4. Plans and practices, ignoring some distractions during a task, resulting in increased focus.					
5. Reflects on strengths, challenges, effort, and outcomes related to self-regulation in specific situations.					
6. Demonstrates the ability to create a plan to accomplish a task or set of tasks.					

### 3. Compare pre- and post-test results

Compare each student's *Self-Regulation Knowledge Test 3–6* with the *Self-Regulation Performance-Based Observations* you have completed, noting areas in which they have grown in understanding self-regulation concepts and areas where they are still learning. Meet with each student to review and discuss the results. During the conference, use the questions below to help students determine their areas of strength and opportunities for growth related to self-regulation by completing the chart below on page 45 of their **My Self-Regulation Workbook**. Help students identify their next steps in improving their self-regulation.

1. What are some things you understand now about self-regulation that you didn't before we started learning about it?
2. What are some strategies that you use now?
3. Are there still things about self-regulation that you don't understand?
4. How could you work on the [concepts you have identified as areas of growth]?

After students have reflected, ask them to complete the chart below by writing about the concepts that are their strengths and the concepts that are their areas of growth.

<b>What I Know About Self-Regulation:</b>	<b>I Am Still Learning:</b>
1.	1.
2.	2.
3.	3.