

Viewers' Guide

# INTRODUCTION TO SELF-REGULATION





# Introduction to Self-Regulation Video

## Viewers' Guide

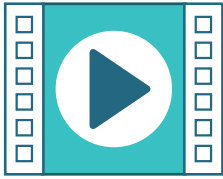
In the simplest terms, self-regulation can be defined as the ability to stay calmly focused and alert. Students with learning disabilities (LDs) and/or Attention-Deficit/Hyperactivity Disorder (ADHD) can be poor self-regulators when compared to their peers without LDs. Students with LDs may need more support to **manage their thoughts, behaviours, and emotions** and **deal with stressors**.

This guide provides viewers with the opportunity to reflect on how self-regulation can impact student learning, and how educators can support students in managing their thoughts, behaviours, and emotions.

### This viewers' guide includes the following sections:

- **Pre-Viewing Activity** KWL Chart
- **Viewing Activity** 5 Domains of Self-Regulation Organizer
- **Post-Viewing Activity** What changes can you make to your classroom to help support your students' ability to self-regulate?
- **Appendix A** Key Messages and Concepts in Self-Regulation
- **Appendix B** Resources Related Resources on the LD@school Website



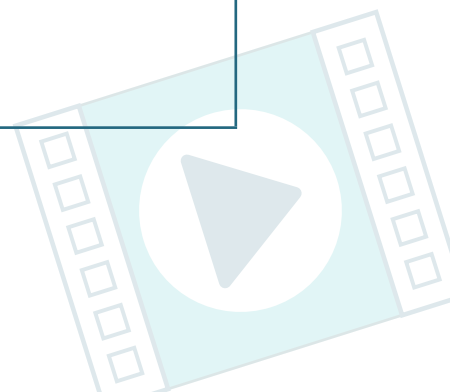


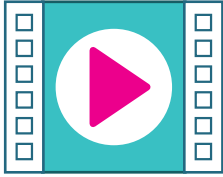
# KWL Chart

## Pre-viewing Activity

Prior to viewing the video, complete the first two columns. List what you already know in the “What I KNOW” column and what you want to learn in the “What I WANT to know” column. Once you have viewed the video, return to this activity and articulate your learning in the “What I LEARNED” column.

What I KNOW	What I WANT to know	What I LEARNED





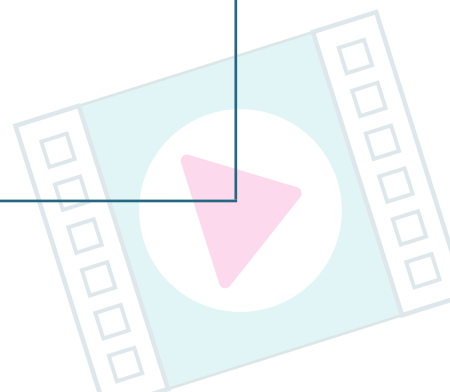
# 5 Domains of Self-Regulation Organizer

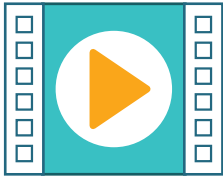
## Viewing Activity

While watching the video, use the graphic organizer below to record definitions and examples from your own life of the 5 domains of self-regulation.

According to Dr. Stuart Shanker, there are 5 domains of self-regulation:

Domain	Definition:	Example from your own teaching experience:
Biological		
Emotional		
Cognitive		
Social		
Prosocial		



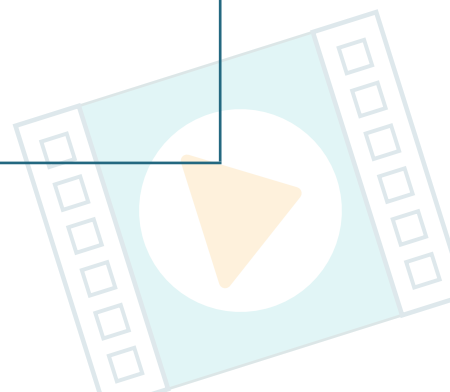


# What Changes Can You Make?

## Post-viewing Activity

What changes can you make to your classroom to help support your students' ability to self-regulate?

<b>Environmental changes:</b>	
<b>Scheduling changes:</b>	
<b>Changes to the way I interact with students:</b>	
<b>Changes to the ways students interact with each other:</b>	





# Appendix A

## Key Messages and Concepts in Self-Regulation

Self-regulation is absolutely **critical for school readiness and continued success**.

Students with LDs may struggle with self-regulation and need more support to manage their **thoughts, behaviours, and emotions** and **deal with stressors**.

Students **will not develop self-regulation skills on their own**. These skills must be taught explicitly, through modelling and practice.

Teacher tips:

- ▶ Reduce visual and auditory distractions
- ▶ Keep classroom schedule predictable
- ▶ Know your students' triggers
- ▶ Allow for student choice
- ▶ Include active breaks in lessons
- ▶ Bring mindfulness activities into the classroom
- ▶ Model your own self-regulation techniques





## Appendix B

### Resources Related Resources on the LD@school Website

**Active breaks in elementary school: A tool to support the self-regulation of students with LDs**

**An Introduction to Self-Regulation**

**Mindfulness for Social and Emotional Competence: A Review of the Research**

**TalkLD Podcast:** Social and Emotional Development of Students with LDs

**VIDEO:** Supporting the Mental Health and Well-Being of Students with LDs through Integra Mindfulness Martial Arts (Part I)

**VIDEO:** Mindfulness Teaching Practices: Implementing the Integra Mindfulness Martial Arts Program in the Trillium Lakelands District School Board (Part II) **WEBINAR RECORDING:** Introduction to Mindfulness for Educators, Classrooms and School Communities

**WEBINAR RECORDING:** Strengthening Executive Functioning Skills in the Classroom





## Thank You

Thank you for watching our *“Introduction to Self-Regulation”* video and for using this viewers’ guide.

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