Self-Regulation in Adolescence & Schooling

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Self-regulation is essential when it comes to adolescents' success in academics.
Self Regulation can be Taught Learned Controlled
Three Types of Self-Regulation

**Personal**
- Organizing and Transforming Information
- Goal setting and planning
- Keeping records and monitoring

**Behavioral**
- Self-evaluating
  - Attentive/ task analysis
- Self-consequating
  - Self-reinforcement

**Environmental**
- Seeking information
- Environmental structuring
- Seeking social assistance
Three Phases of Self-Regulation

Phase 1: Forethought/Pre-action
Phase 2: Performance Control
Phase 3: Self Reflection
Start

1. Performance Control
   - Forthought/preaction
   - Self-reflection

2. Performance Control
   - Forthought/preaction
   - Self-reflection

3. Performance Control
   - Forthought/preaction
   - Self-reflection
Matthew

- Matthew is a 10th grade High School student.
- He has been struggling with math for months now.
- His teacher believes it is because he has a lack of self-regulation.
- In order to succeed, Matthew must follow the steps of self-regulation when completing his math homework.
Phase 1 Example

In this phase, Matthew must think about how to get started on his math homework and then consider what aspects of the homework may help or hinder him.
Phase 1

Is there a better time/place to do the homework? Should homework be done with peers who are progressing quicker? Would a study buddy/tutor be helpful?
In this phase, Matthew must take notes of the questions he is asking himself when completing the homework. Is he being easily distracted? He is accomplishing what he needs to get done?
Phase 2

Will taking breaks be beneficial?
What time of the day will be most accommodating to a students success?
Would it be easier to work with music or in silence?
Phase 3 Example

In this phase, Matthew must reflect on his completed homework. In what areas did he struggle? Did he allow enough time to complete his homework? What can he improve on next time?
Phase 3

What can be done differently to be successful in the future?

What was done incorrectly/correctly?

Was a change in time/work habits effective?
If Matthew is feeling overwhelmed...

**HE SHOULD:**

- Set Goals for Himself
- Organize the essential information needed into comprehendible manors
- Talk to others and express his frustrations
  - Peers, teachers, counselors
- Keep a journal to ease his worries and obsessions
- Monitor his progress periodically
How can Educators Promote Self-Regulation in Students?

- Tell students of their goals and their expectations
- Promote reflective dialogue (Thinking aloud)
- Provide Correct Feedback
- Help learners make connections to tough topics
- Link new experiences to prior learning
We see better academic results with self-regulation when...

- Tasks are broken down into components
- Direct assistance is used
- When educators can anticipate the questions that may arise with their students
- When educators use diagrams, pictures or additional formulas
- Portfolios and progress is maintained and tracked
Self-Regulated Learning

http://www.youtube.com/watch?v=NPn53XUgmFc