

Young Children's Development of Self-Regulation

Newsletter 1 - March 2015

This newsletter provides an update for parents and teachers of children who are involved in Nancy Perry's longitudinal study about young children's development of self-regulation.

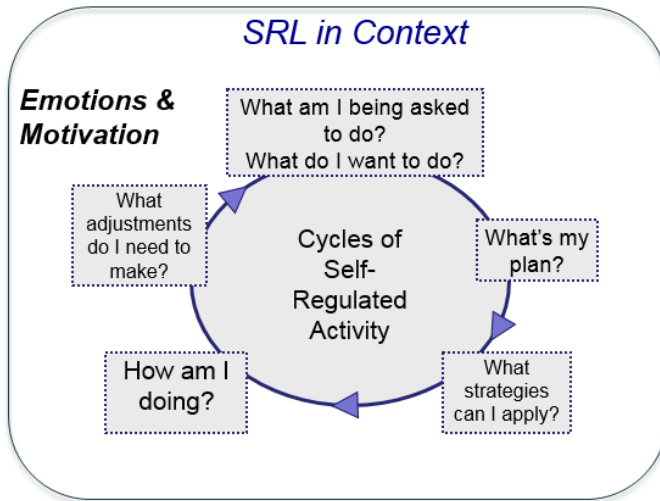
Thank you for your participation!

What is Our Goal?

We want to understand how children develop independent and academically effective approaches to learning, self-regulated learning (SRL), and how we (researchers working with teachers) can support it.

What is Self-Regulation and SRL?

One class of grades 1, 2, 3 students explained, "self-regulation is the ability to do your job without being asked, told, or shown."



Adapted from Butler, 2002; Butler et al., 2011

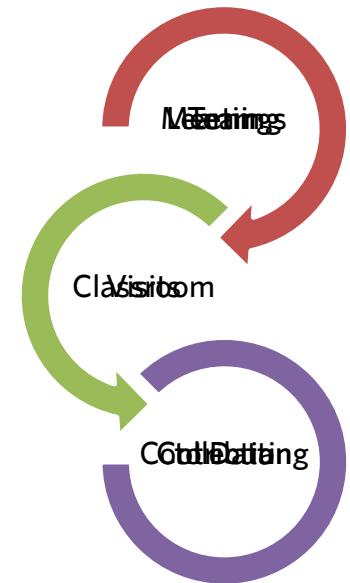
What is happening in the study?

The Development of SRL Study has three components:

Learning Team Meetings: Teachers participate in 3 facilitated learning team meetings each year (fall, winter, spring).

Classroom Visits: Members of the research team visit classrooms 3 times each year (fall, winter, spring)

Contributing to Data Collection: During classroom visits, researchers and teachers work together to document children's development of SRL and classroom activities that support it.



a place of mind

THE UNIVERSITY OF BRITISH COLUMBIA

Seeding Success Through Motivation and Self-Regulation in Schools
<http://self-regulationinschool.research.educ.ubc.ca>
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Early findings

Self-Regulation and Success in School

Who's in the study?

In the current project, we are working with 51 teachers and 191 children in 7 schools and 45 classrooms in the School District.



About the students

Students taking part in the study, include 110 boys and 81 girls. Across these students, 13 different languages are spoken from 8 cultural regions around the world. Thirteen of these students receive extra support for learning.

What have we found so far?

- Teacher ratings link self-regulation to academic achievement.
- Girls receive higher ratings of self-regulation than boys.
- 80% of children who have difficulty with self-regulation are struggling with social aspects of self-regulation.

What's happening in the classroom

Promoting Self-Regulation: "What is my Job?"

One teacher created a kid-friendly and classroom specific activity for promoting self-regulation. She used three questions to guide the students: "What is My Job?" "How can I do my job?" and "Why am I doing my job?"

In the figure below, "What is my Job?", the teacher asked students to think about the steps involved, if they can do the job, and who they might ask for help.

These questions can be considered for any task. This teacher asked students to identify strategies they could use for listening and getting ready for recess. She then asked them to rate their success and reflect on how they might improve using the rating scale pictured below.

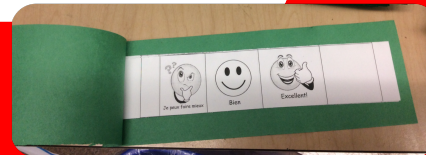
Quelle est la tâche?

Les étapes (l'instruction)



Peux-tu faire la tâche?

Sais-tu à qui tu peux demander de l'aide?



Self-Regulation Stories

Another teacher read social stories to her students that prompted them to think about different strategies for solving conflicts when they played with their classmates. Students role played different strategies as part of a drama lesson and then practiced using the strategies during unstructured play time. Later on in their writing journals, students reflected on which strategies they had used and why they worked.

As this was happening, the teacher took pictures of the students using their strategies and later created a simple pattern book to re-inforce the strategies the students had brainstormed. Students continue to read these positive stories about themselves during silent reading time.

What's Next?

Researchers and teachers are continuing to work together to support the development of SRL in young students. During our visits to classrooms this spring, we will be collecting samples of students' work that shows how they are self-regulating their learning.