

Young Children's Development of Self-Regulation

Newsletter 2 – Fall 2015

This newsletter is to update you, as parents and educators, about the progress of Nancy Perry's project on young children's development of self-regulation.

Thank you for your very important role in this study!

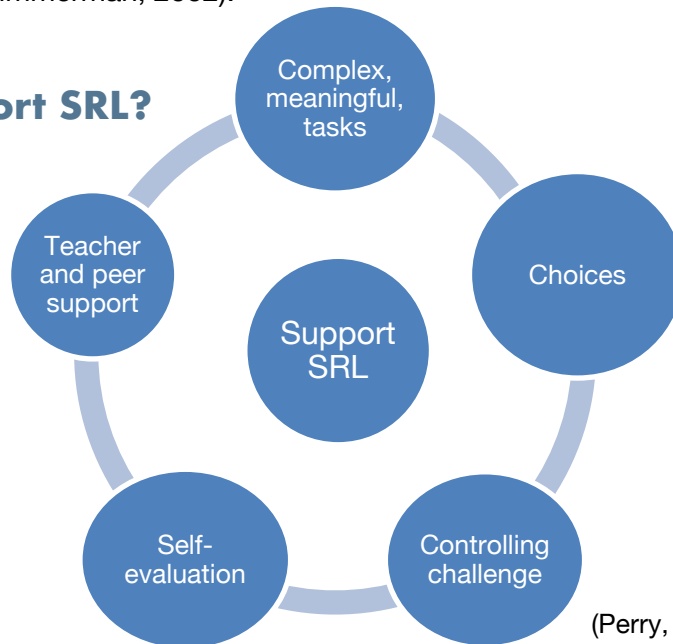
What is Our Goal?

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

What is Self-Regulated Learning (SRL)?

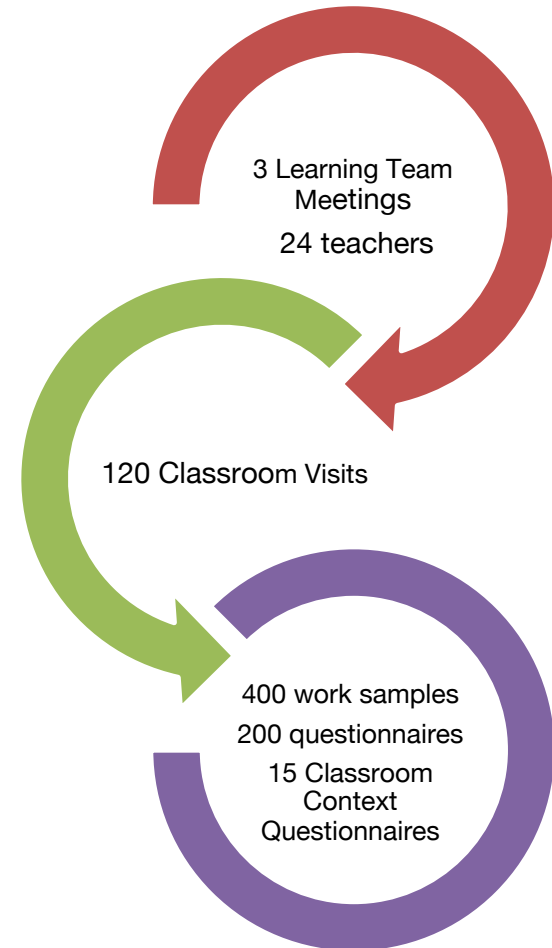
Self-regulating learners are proactive in their efforts to learn ... aware of their strengths and limitations ... guided by personally set goals and task related strategies (Zimmerman, 2002).

How can we support SRL?



(Perry, 2004)

What did we do last year?



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>
Email: selfregulationinschool@gmail.com

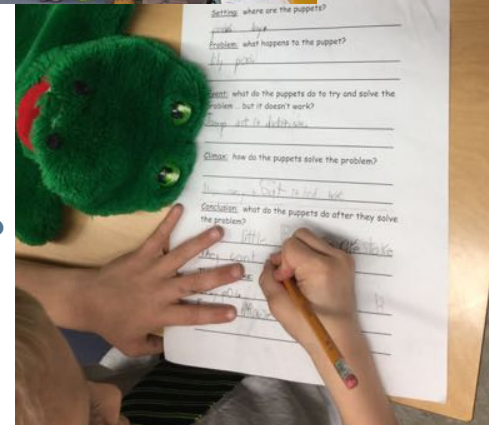
What have teachers tried?

- ✓ Creating a rubric for students to reflect on how well they have been working.
- ✓ Incorporating choice in work area, partnering, and amount of supports needed into routine classroom activities.
- ✓ Co-planning class activities with other grade one teachers and having student presentations across classes.
- ✓ Creating long-term, interdisciplinary projects for students.
- ✓ Making posters and bookmarks for students that cue them to self-regulate.



What kinds of activities have students been doing?

- ✓ Acting out socially responsible choices, reflecting in journals, and writing a class book about it.
- ✓ Identifying their emotions and how they can change their emotional state.
- ✓ Learning about story structure then creating puppet shows in small groups.
- ✓ Compiling mini reading libraries for themselves based on their own levels of reading.
- ✓ Working as a class to create criteria for group work, then using this for self and peer assessment.



What have we learned?

- ✓ Self-regulation predicts early success in school and is an asset that applies across age, socio-economic status, culture, and gender
- ✓ In contrast to previous research, boys were no more likely than girls to receive low ratings of self-regulation
- ✓ 26 children struggled with both social and solo aspects of self-regulation
- ✓ Classroom practices appear to be supporting 'at-risk' students to develop self-regulation
- ✓ Parents and teachers agree that students have the following challenges with SRL:
 - Data from this study has been
 - presented at the *American Psychological Association's 2015 Conference*,
 - is proposed for 2 other inter/national conferences, and
 - will be published in a chapter in the *Handbook of Educational Research for Minority Children*.

