

Provide options for self-regulation

A suggestion for implementing the strategy 'Support engagement in learning' from the Guide: [Universal Design for Learning](#)

Includes:

- Overview
- Support problem solving
- Tools to manage emotions
- Options to reflect on learning
- Reflection questions
- Useful resources

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From

Guide: [Universal Design for Learning](#)

Strategy: [Support engagement in learning](#)

Suggestion: [Provide options for self-regulation](#)

Date

19 December 2019

Link

www.inclusive.tki.org.nz/guides/universal-design-for-learning/provide-options-for-self-regulation

Overview

Explore the 'self-regulation' guideline.

Recognise which approaches and strategies are already part of your practice.

Take note of anything you hadn't considered before.

Source: [UDLA LACOE](#)

Closed Captions

Source:

[UDLA LACOE](#)

<https://www.youtube.com/channel/UCZM0mkDLiKl-sWPoKTt-otQ>



Video hosted on Youtube <http://youtu.be/t9ArHaVm6jQ>

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Support problem solving

Teach a range of strategies students can apply when they get stuck.

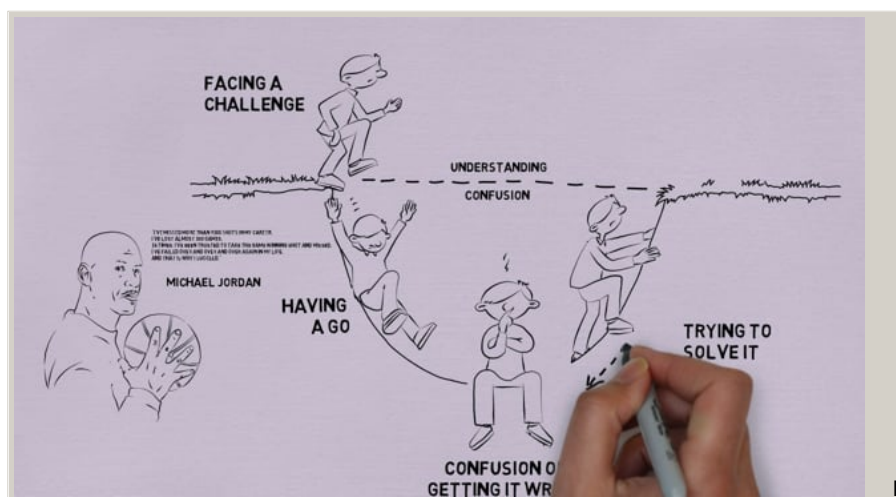
Introduce them to “[The Learning Pit](#)” concept.

Source: [Kenliworth Learning \(UK\)](#) No captions or transcript

Source:

[Kenliworth Learning \(UK\)](#)

<https://vimeo.com/117364809>



Video hosted on Vimeo <http://vimeo.com/117364809>

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Tools to manage emotions

Support students to recognise how their emotional state impacts their learning.

Introduce a range of approaches that students can access independently, such as:

- moving to a quiet calm space
- playing with a fidget object
- getting some fresh air
- taking a movement or exercise break
- listening to music
- taking a food and water break
- buddy time
- access to a mentor for support
- leaving the room
- practising a breathing technique.

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Options to reflect on learning

Provide a variety of options, scaffolds, and strategies to support self-assessment, such as:

- ↯ mini checklists
- ↯ task checklists
- ↯ frequent check-in points
- ↯ scheduled time for self reflection
- ↯ self assessment templates
- ↯ links to show how smaller learning goals connect from lesson to lesson to reach long-term goals
- ↯ peer reflection
- ↯ opportunities to review and revise
- ↯ learning journals
- ↯ digital portfolios
- ↯ access to a learning mentor
- ↯ active involvement in assessment using the [Assessment Resource Bank](#).

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Reflection questions

Consider these questions for your own context.

How can I help students manage themselves when they are stuck, unsure of what to do next, losing concentration?

In what ways do I support students' coping skills, for example, when they are feeling overwhelmed, surprised by a change of routine or experiencing failure?

What different models and scaffolds for [self assessment](#) do I provide so students can collect data on their progress and plan next steps?

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Useful resources

Emotional triggers and strategies to support

Publisher: Ministry of Education | Te Tāhuhu o te Mātauranga

[Download](#) PDF (25 KB)

Top 5 UDL tips for reducing stereotype threat

Publisher: CAST

[Visit website](#)

Pause, breathe and smile

Publisher: Mental Health Foundation of New Zealand

[Visit website](#)

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