

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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Guide: [Universal Design for Learning](#)

Strategy: [Support engagement in learning](#)

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Date

21 January 2019

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

Overview

This video introduces options to support students to self regulate their learning. When students know their strengths, needs, and best strategies they are more able to understand themselves as a learner.

Source: [SOOC \(US\)](#) Closed Captions

Source:
[SOOC \(US\)](#)
<https://www.youtube.com/watch?v=nTwhcroMAaU>



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

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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>

 Play video

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 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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