

Provide options for self-regulation

A suggestion for implementing the strategy
'Provide multiple means of Engagement' 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

Inclusive Education

From

Guide: [Universal Design for Learning](#)

Strategy: [Provide multiple means of Engagement](#)

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

Date

30 May 2025

Link

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.



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

Closed Captions

Source:

[UDLA LACOE](#)

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

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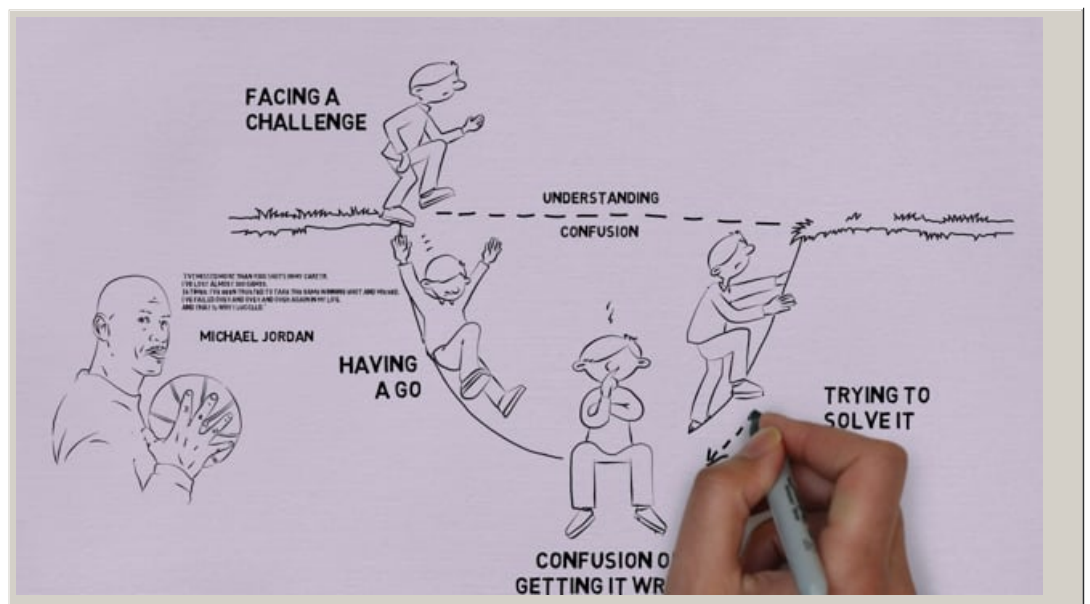
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Support problem solving

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

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



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

No captions or transcript

Source:

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

<https://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



Design options for emotional capacity (UDL Guideline)

This UDL guideline invites educators to consider how to support learners to recognise and manage emotions and behaviours, and empathise with others.

As learners will vary in their emotional capacity, offering a range of support options is recommended.

This guideline supports the UDL Engagement principle.

Publisher: CAST (2024)

[Visit website](#)



Emotional triggers and strategies to support

Emotions can vary across subjects, tasks, and times of day. Use these strategies to reduce stress and build a positive emotional environment. Always be guided by your knowledge of each learner and what is right for them.

[Download](#) PDF (25 KB)



Top 5 UDL tips for reducing stereotype threat

Five examples of how teachers can create welcoming social and emotional climates that improve learning opportunities for every learner. Developed by CAST.

[Visit website](#)



Pause, breathe and smile

The Pause, Breathe, Smile programme is an eight-week course, taught in New Zealand schools by trained practitioners. This programme focuses on supporting social and emotional wellbeing, addressing self awareness, and self regulation skills.

Publisher: Mental Health Foundation of New Zealand

[Visit website](#)

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