

# Provide options for self-regulation

A suggestion for implementing the strategy 'Provide multiple means of Engagement' from the Guide: [Universal Design for Learning](#)

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- Includes:**
- Overview
  - Support problem solving
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Inclusive Education

From

Guide: [Universal Design for Learning](#)

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

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

Date

04 October 2021

Link

[inclusive.tki.org.nz/guides/universal-design-for-learning/provide-options-for-self-regulation](https://inclusive.tki.org.nz/guides/universal-design-for-learning/provide-options-for-self-regulation)

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## 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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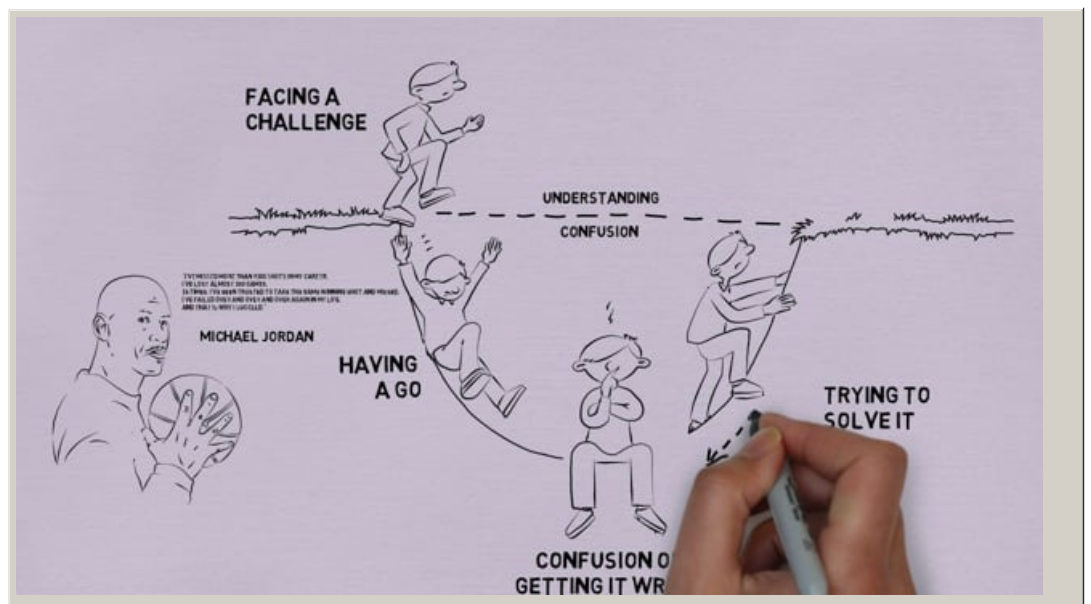
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## Support problem solving

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



### 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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