

# Arch Street School : Learning Plan for Student Well-being

## Self-Regulation

Fall 2018

### Student learning need for Well-being

Students need to be explicitly taught how to read the signs that they are becoming stressed, identify their stressors, and be taught to use class strategies to calm them and return to a calm, alert and happy state.

### Success Criteria

What will it look like when this student learning need is met?

Observable behaviours:

- The student can recognize the signs that they are feeling stressed (e.g. stomping their feet, crying, refusing to move, feeling sad or mad) and the times of day when most stressed
- The student will be encouraged to communicate (verbally/non-verbally) when stressed
- The student will work toward using strategies independently to support their self-regulation

### Related Educator Learning Need for Well-being

As a result of the student need, what will be the focus of the professional learning for the educators?

Please identify the evidence-based strategies/resources which will support the Well-being goal.

Educators will deepen our understanding of self-regulation and how this is different from self-control. Educators will familiarize themselves with strategies to support the co-regulation, self-regulation and well-being of students. They will model for their students before transitions in order to proactively support students who struggle with self-regulation during these times.

*Resources to Support Professional Learning:*

- [MindMasters - CHEO](#), *Body Breaks*, *KooKoo Kangaroo*, *Go Noodle*, *Tidy Up Songs*
- [Think, Feel, Act: Lessons from research about young children: Self-Regulation](#) (Reflection questions, an article and four videos from Dr. Stuart Shanker)
- [What Works? Research into Practice - Understanding Self-Regulation: Why Stressed Students Struggle to Learn](#)
- Use of headsets
- Timers for transitions
- Zones of Regulation, breathing, meditation, a drink break
- Cosmic Kids yoga, *Retourne au calme*, calm breathing circles after recess
- Calming Music
- Terry Fox Run
- Tents and other quiet spaces
- Positive feedback, ABC, Sticker Motivation programs
- Reflection activities for all above- "How do our activities make us feel?"

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### Success Criteria

What will it look like when this educator learning need is met?

- The educator can discern self-regulation behaviours and self-control behaviours
- The educator will use self-regulation strategies (Mindmasters, visuals) to assist student's regulation

### Plan for Monitoring Student Well-being

What student observations, conversations, and/or products will your school team collect and analyze in order to monitor evidence of impact of these actions?

Educators will select 3 marker students who are demonstrating difficulty with self-regulation during transitions. Qualitative evidence (e.g. survey, documentation, student voice, N's on Learning Skills) as well as quantitative data (use of ABC Chart) will be collected to:

- Monitor students ability to recognize stressors throughout their day
- Determine which strategies are effective in supporting self-regulation during transitions
- For target students: Record frequency and duration of students' dysregulated states and response to Mindmasters, visuals and other tools

### Statement of Well-being Goal

Please write your Theory of Action (if/then statement) or SMART Goal.

*If* educators can recognize self-regulation and identify times of day when students are struggling to self-regulate and proactively select and model appropriate strategies, *then* students will successfully recognize their stressors and resulting emotions and use a variety of strategies to help return themselves to a calm, alert and happy state.