

Self-Regulation in the Classroom: Tools for Elementary and Secondary Educators 2024/25

The purpose of this working group is to explore and deepen our understanding of self-regulation, focusing on how we can help ourselves and our students develop this fundamental ability. We will examine the current theory of self-regulation and the supporting research. We will use the lens that this provides to reframe our students' behaviour and to take action to foster self-regulation.

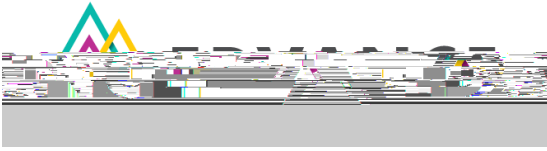
_____ Elementary and Secondary classroom educators, Student Support Services Educators

_____ We will be discussing the book *Self-Reg Schools: A Handbook for Educators* by Stuart G. Shanker and Susan Hopkins. To get the full benefit from the discussion please purchase the book. It can be purchased from [Amazon](#) or from [the MEHRIT Centre](#).

_____ Timothy Veenstra



3:45-4:45pm



3:45-4:45pm	In this session we will look at how to get started implementing Self-Reg in our own classrooms and schools. We will look at some different strategies and tools we can use in our own classrooms to help students become better self-regulators.
3:45-4:45pm	In this session we will look briefly at the other streams discussed in <i>Self-Reg Schools</i> . We will look at common myths about self-regulation and discuss how to confront them. We will take another look at how all self-regulation is personal and how our own regulation can help our students feel calmer and be more alert in our classrooms.
3:45-4:45pm	In this session we will focus on students that are facing significant challenges. While all students face some difficulties at times, students with significant learning challenges such as ADHD, autism, and anxiety can find school very difficult. Here we will look at reframing behaviours so that we can identify and reduce stressors wherever possible.