



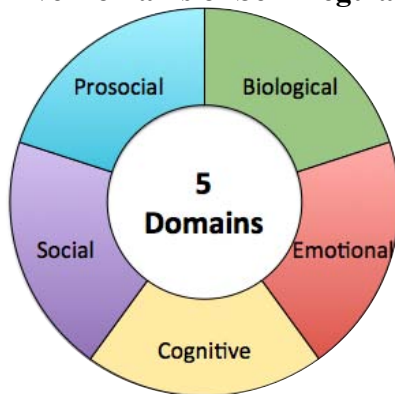
Building the Self

Self-Regulation: A Toolkit for Normalization

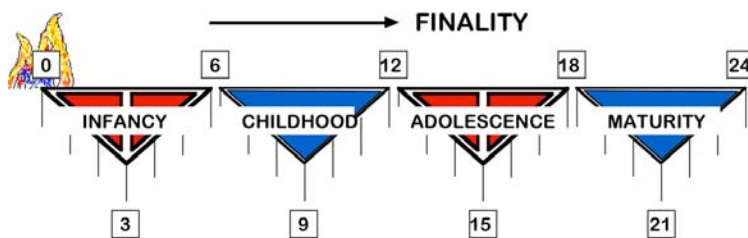
Self-regulated learners (B.J. Zimmerman):

- approach tasks with confidence, diligence, and resourcefulness,
- are aware when they know and when they do not,
- proactively seek out information and take the steps to master it,
- find a way to succeed when they encounter obstacles,
- accept responsibility for their achievement outcomes.

Five Domains of Self-Regulation (Stuart Shanker, Calm, Alert and Learning)



Montessori's Responses to Development



Derive meaning from context → Emphasis on Big Picture: Cosmic Education

Can understand viewpoints of others → Perspective-Taking

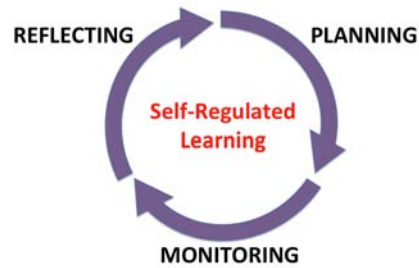
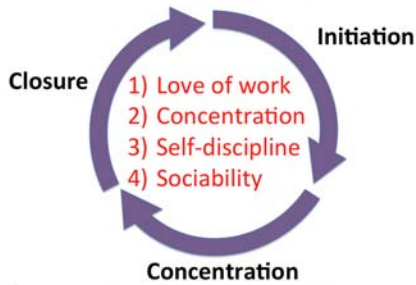
Concerned with justice, honesty, limits → Peace Education

Seek identity in peer group → Peer Teaching

Drawn to heroes → Guide, Connector

Self-reflect → Planning

“**Normalization** is the single most important result of our work.” (Montessori, *The Absorbent Mind*)



Planning:

- Analyze the task, set goals.
- Learn new approaches
- Guided practice

Monitoring

- Self-motivation
 - to stay on task
 - to persist
- Regulation
 - of attention
 - of energy level
- Help seeking
 - to achieve autonomy

Reflecting

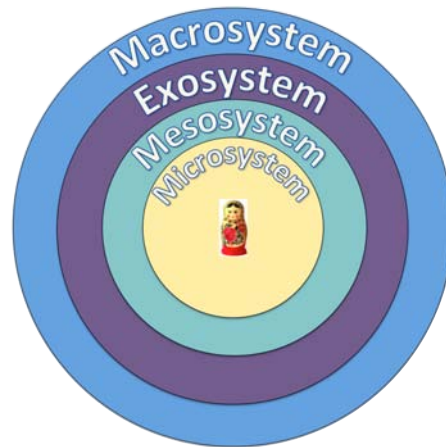
- Evaluate strategies
- Attribute cause of success

Self-Regulation (narrow view): The ability to manage your own energy states, emotions, behaviors and attention in ways that are socially acceptable and help achieve positive goals.

□ “SL, SD and SEL are big buzz words in schools right now. All are aimed at producing ‘appropriate’ behavior, at bringing children’s personal styles in line with an implicit emotional orthodoxy.” (Elizabeth Weil, *New Republic*)

Self-Regulation (broad view): The planful, flexible pursuit of goals that promotes individual growth and social change.

□ “The liberty of the child should have as its limit the collective interest.” (Maria Montessori, *The Montessori Method*)



Microsystem

Description: Interpersonal relations, Scaffolded interactions

Reciprocal interactions: Internalization & Close personal relationships

Recommendations:

- 1) Professional ethos of familization within schools and classrooms.
- 2) Extended personal relations between teachers and students (fewer transitions).
- 3) Teachers' knowledge of students' interests, desires, wishes, and aspirations.
- 4) Students' opportunities to articulate and explore their interests.
- 5) Students' active involvement in choosing personally meaningful classroom activities, assignments, and tasks.

□ An education based on personal experience demands "more multiplied and more intimate contacts between the mature and the immature than ever existed in the traditional school, and consequently more, rather than less, guidance by others." (Dewey)

□ "When (the teacher) feels herself, aflame with interest, 'seeing' the spiritual phenomena of the child, and experiences the serene joy and an insatiable eagerness in observing them, then she will know that she is 'initiated.' Then she will begin to become a 'teacher.'" (Montessori)

Mesosystem

Description: Integration of microsystems

Reciprocal interactions: Empowerment & Contingent Environments

Recommendations:

- 1) Means-End experiences
- 2) Intelligent Inquiry; Cultural tools & skills; Capacity to use tools to pursue goals
- 3) Contingent and structured environments

□ Teachers must provide a stable, organized learning environment and tasks that afford students the opportunity to experience direct and personally meaningful connections between their actions (across classroom and non-classroom settings) and desired outcomes. (Dewey)

□ "The secret of free development of the child consists...in organizing for him the means necessary for his internal development. Within such an organized environment the child's personality begins to organize itself and reveal its characteristics." (Montessori)

Exoosystem

Description: Sociocultural

Reciprocal interactions: Future Orientation & Social Capital

Declarative Knowledge (What I hope for) + Procedural Knowledge (How to attain goals) = Organized Activity

SOCIAL CAPITAL = Social Trust + Social Knowledge + Community Norms

Macrosystem

Description: Attitudes & ideologies

Reciprocal interactions: Identity & Societal influences

- The goal of self-regulation is not the maintenance of the status quo or simply student pursuit of adult knowledge and goals. Rather, it is the intentional and planful pursuit of goals that results in individual and social growth.

- Mark A. Smylie and Constance M. Yowell

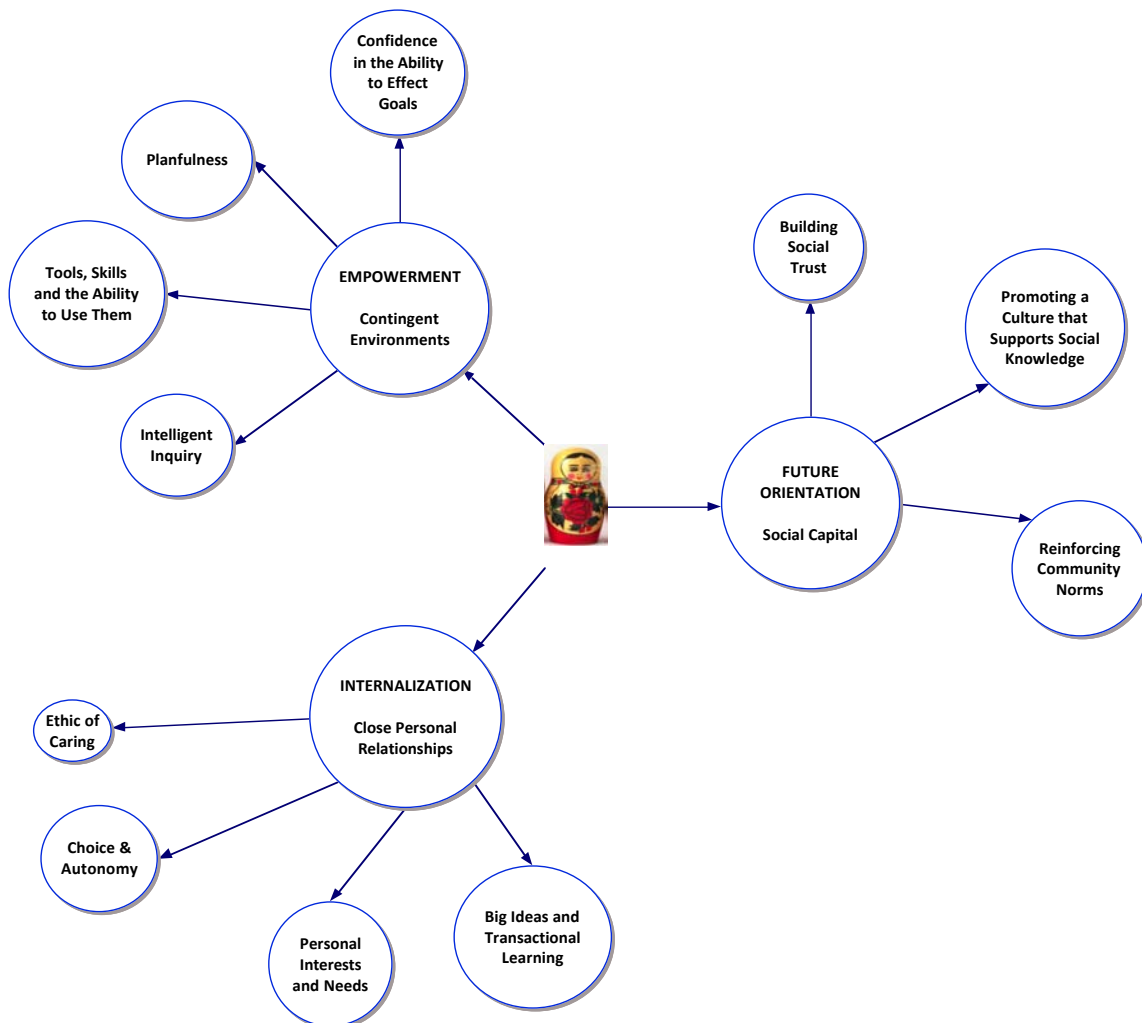
- “No matter how skilled students may be in setting and reaching their goals, without a broader understanding of society as a place that works and as a place to which “I belong,” such goal pursuits will lack meaning.”

- Mark A. Smylie and Constance M. Yowell

The Self-Regulating Process

You can view and download our Prezi at:

http://prezi.com/hr5ijozn6pth/?utm_campaign=share&utm_medium=copy





- ⊙ Ethic of Caring
 - Multiage setting
 - Work cycle
 - Common experiences
- ⊙ Choice & Autonomy
 - Motivation
 - Trust
 - Curious inquiry
- ⊙ Personal interests and needs
 - MI Profile
 - Learning Profile
 - Self-expression
- ⊙ Big Ideas & Transactional Learning
 - Learning about the brain & nervous system
 - Emotional Awareness
 - Cosmic Education
 - Empathy



- ⊙ Intelligent Inquiry (problems-hypotheses-tests)
 - Control of Error
 - Personalized scaffolding
 - Collaboration
 - Peer feedback
- ⊙ Tools / Skills & Ability to Use Them
 - Well-Prepared Environment
 - Sensory supports
 - Calming techniques
 - Graphic organizers, Notes & Mnemonics
- ⊙ Planfulness (prediction of consequences, wise choices)
 - Goals and Systems
 - Planners
 - “Golden” Assignment Board
 - Assessment Week Checklist
 - Schedules
- ⊙ Confidence in ability to effect goals
 - Growth mindset
 - Portfolio & Self-Advocacy



- ⊙ Building Social Trust
 - Travel
 - Community building games
 - Peace education & conflict resolution
- ⊙ Building a Culture that Supports Social Knowledge
 - Diversity
 - Sustainability
 - Role of the “up-stander”
- ⊙ Reinforcing Community Norms
 - “It’s what we do here.”
 - Community Meeting: collaborative creation & maintenance of rules
 - Classroom Bill of Rights
 - Practical Life Homework
 - Peace Education

ACADEMIC RESOURCES ON SELF-REGULATION

Books:

Bronfenbrenner, Urie. *The Ecology of Human Development: Experiments by Nature and Design*. Cambridge, MA: Harvard University Press, 1979.

Bronson, Martha B. *Self-Regulation in Early Childhood: Nature and Nurture*. New York: The Guilford Press, 2000.

Duffy, Michael and D'Neil Duffy. *Love of Learning: Supporting Intrinsic Motivation in Montessori Students*. Parent Child Press, 2012

Kuypers, Leah M. A. Ed., *The Zones of Regulation*, Social Thinking Publishing, 2011

Pink, Daniel. *Drive : The Surprising Truth About What Motivates Us*. Riverhead Books, 2011

Shanker, Stuart. *Calm, Alert and Learning: Classroom Strategies for Self-Regulation* Pearson Education Canada, 2012.

The Hawn Foundation. *The MindUP Curriculum (Grades Pre-K-2, 3-5, & 6-8): Brain-Focused Strategies for Learning—and Living*. Scholastic Teaching Resources, 2011.

Vohs, Kathleen D. and Roy F. Baumeister. *Handbook of Self-Regulation: Research, Theory, and Applications*. Second Edition. New York: The Guilford Press, 2011.

Articles:

Boekaerts, Monique and Lyn Corno. "Self-Regulation in the Classroom: A Perspective on Assessment and Intervention." *Applied Psychology: An International Review*. Vol. 54, No. 2, (2005), pp. 199-231.

Gillies, Val. "Social and Emotional Pedagogies: Critiquing the New Orthodoxy of Emotion in Classroom Behavior Management." *British Journal of Sociology of Education*, Vol. 32, No. 2 (March, 2011).

Hayashi, Akiko, Mayumi Karasawa and Joseph Tobin. "The Japanese Preschool's Pedagogy of Feeling: Cultural Strategies for Supporting Young Children's Emotional Development." *Ethos* Vol. 37, No. 1 (Mar. 2009), pp. 32-49.

Hoffman, Diane M. "Reflecting on Social Emotional Learning: A Critical Perspective on Trends in the United States." *Journal of Educational Research* Vol. 79, No. 2 (Jun. 2009), pp. 533-556

Jones, Jean Ellen, and Melanie Davenport. "Self-Regulation in Japanese and American Art Education." *Art Education*, Vol. 49, No.1 (Jan. 1996), pp. 60-65.

Lloyd, Kathleen M. "An Analysis of Maria Montessori's Theory of Normalization In Light of Emerging Research in Self-Regulation" PhD Dissertation submitted to Oregon State University (June 2008)

Raver, C. Cybele. "Placing Self-Regulation in Sociocultural and Socioeconomic Contexts." *Child Development*, Vol. 75, No. 2 (March/April 2004), pp. 346-353.

Schumacher, Allison Wedell. "SEL is the New Smart." Committee For Children, 2013.

<http://www.cfchildren.org/advocacy/sel-is-the-new-smart.aspx>

Weil, Elizabeth. "American Schools are Failing Nonconformist Kids. Here's How: In Defense of the Wild Child." *New Republic*, September 2, 2013.

Yowell, Constance M. and Mark A. Smylie. Self-Regulation in Democratic Communities. *The Elementary School Journal*, Vol. 99, No. 5, Special Issue: Non-Subject-Matter Outcomes of Schooling (May, 1999), pp. 469-490