

Destination **Self-Regulation**

A Self-Exploration Book for Grades 4-7

© Written by
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Marico



Dedication:

To Scott, Jake and Josh. This book came about as we all endured destination driver's education, which had us practicing our self-regulation skills on a daily basis. I love you and wouldn't have it any other way.

Destination Self-Regulation

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Introduction to *Destination Self-Regulation*

The importance of self-regulation cannot be over emphasized. The ability to self regulate is necessary in achieving academic success. Therefore, it is important for children to have a solid foundation of self-regulation skills to help them stay focused on their learning, get along with others, and work independently and cooperatively in the classroom.

In an article written for *Psychology Today*, Steven Stosny, Ph.D states: "Research consistently shows that self-regulation skills are necessary for reliable emotional well being. Emotionally, self-regulation is the ability to calm yourself down when you're upset and cheer yourself up when you're down."

A goal for many parents and educators is to raise children to be positive contributing members of society. We want healthy, happy and well adjusted little ones, who grow into productive, confident adults. One of the best ways to achieve this is by teaching self-regulation as early in life as possible. In fact, according to toolsofthemind.org: "Kindergarten teachers rate self-regulation as the most important competency for school readiness. There is evidence that early self-regulation levels have a stronger association with school readiness than do IQ or entry level reading or math skills, and they are closely associated with later academic achievement."

Destination Self-Regulation teaches children techniques that will help them be in control of what they do and how they do it. There are many things in our lives we cannot control, but how we act and react to things is in our control. Learning how to react in a healthy and positive way is an invaluable skill that will last a lifetime.

As children complete this self-exploration booklet, they will learn the meaning of three common self-regulation strategies: personal, behavior, and environmental; and how to apply these skills in their daily lives.

Taken from:

<http://www.psychologytoday.com/blog/anger-in-the-age-entitlement/201110/self-regulation>, accessed September 2014

<http://www.toolsofthemind.org/philosophy/self-regulation/>, accessed September 2014

ASCA Standards for *Destination Self-Regulation*

| |
|--|
| PERSONAL/SOCIAL DEVELOPMENT |
| ASCA National Standards for Personal/Social Development guide school counseling programs to provide the foundation for personal and social growth as students progress through school and into adulthood. The following ASCA Standards apply to Self-Regulation. |
| Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others. |
| PS:A1 Acquire Self-knowledge |
| PS:A1.1 Develop positive attitudes toward self as a unique and worthy person |
| PS:A1.2 Identify values, attitudes and beliefs |
| PS:A1.3 Learn the goal-setting process |
| PS:A1.4 Understand change is a part of growth |
| PS:A1.5 Identify and express feelings |
| PS:A1.6 Distinguish between appropriate and inappropriate behavior |
| PS:A1.7 Recognize personal boundaries, rights and privacy needs |
| PS:A1.8 Understand the need for self-control and how to practice it |
| PS:A1.9 Demonstrate cooperative behavior in groups |
| PS:A1.10 Identify personal strengths and assets |
| PS:A1.11 Identify and discuss changing personal and social roles |
| PS:A2 Acquire Interpersonal Skills |
| PS:A2.1 Recognize that everyone has rights and responsibilities |
| PS:A2.2 Respect alternative points of view |
| PS:A2.3 Recognize, accept, respect and appreciate individual differences |
| PS:A2.6 Use effective communications skills |
| PS:A2.7 Know that communication involves speaking, listening and nonverbal behavior |
| Standard B: Students will make decisions, set goals and take necessary action to achieve goals. |
| PS:B1 Self-knowledge Application |
| PS:B1.1 Use a decision-making and problem-solving model |
| PS:B1.2 Understand consequences of decisions and choices |
| PS:B1.3 Identify alternative solutions to a problem |
| PS:B1.4 Develop effective coping skills for dealing with problems |
| PS:B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions |
| PS:B1.6 Know how to apply conflict resolution skills |
| PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences |
| PS:B1.8 Know when peer pressure is influencing a decision |
| PS:B1.9 Identify long- and short-term goals |
| PS:B1.10 Identify alternative ways of achieving goals |
| PS:B1.11 Use persistence and perseverance in acquiring knowledge and skills |
| PS:B1.12 Develop an action plan to set and achieve realistic goals |
| Standard C: Students will understand safety and survival skills. |
| PS:C1 Acquire Personal Safety Skills |
| PS:C1.5 Differentiate between situations requiring peer support and situations requiring adult professional help |
| PS:C1.6 Identify resource people in the school and community, and know how to seek their help |
| PS:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices |
| PS:C1.10 Learn techniques for managing stress and conflict |
| PS:C1.11 Learn coping skills for managing life events |

Sometimes the road ahead isn't smooth ...

You may know what direction you'd like to go, but find that you can only go



At times, you might find yourself having to



You might even find that your path is blocked!





Just as it's important to make sure a car is ready to drive by checking the gas, tires, and oil, you need to make sure you are "road ready," too.

Your responses to situations can help you get what you need in a healthy and positive way. So let's determine how well you self-regulate.

Turn to the next page, then read and complete each sentence to determine how well you self-regulate. Then draw a line from your answer to the self-regulation skill or skills you used. As you complete the activity sheet, remember that:

Controlling your
EMOTIONS
means controlling your
FEELINGS.

Controlling your
BEHAVIOR
means controlling your
ACTIONS.

Controlling your
THOUGHTS
means controlling your
BRAIN.

THE FOLLOWING SAMPLES
ARE REPRODUCIBLE/PRINTABLE PAGES
INCLUDED ON THE CD-ROM

©
Mar^oco

The logo for Mar^oco features the word "Mar" in a grey sans-serif font, followed by a yellow five-pointed star, and then "co" in the same grey font. A series of red dots forms an arc above the "o" in "Mar" and the "o" in "co". A small red copyright symbol (©) is positioned above the "M".

In any case ...
Don't give up!

You may encounter a bumpy road.

**But remember:
You are headed in the right direction.**

**So start your engine,
and let's begin our journey to**

**Destination
Self-Regulation.**

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Are you ready to hit the road?

**You have been self-regulating
long before you knew
what self-regulation was.**

When you were born, you probably figured out that if you cried when you were hungry, needed to be changed, or were tired, your parents would quickly feed you, change you, or put you to bed.

You had one response—crying—to get your needs met. As you got older, you realized there were a number of ways you could respond to get your needs met.

Keep reading, you are heading down the

Marco



How would you use self-regulation in each of the following situations?

If someone said *thank you*, I would respond with:

If I wanted to answer the teacher's question, I would:

If I was thirsty, I would:

If I didn't understand an assignment, I would:

If I was in the library, I would speak:

If someone was spreading a rumor about me, I would:

If someone was teasing my friend, I would:

If I wanted to watch TV but had homework to do, I would:

If I couldn't remember the homework assignment, I would:

I would control my:

EMOTIONS

BEHAVIOR

THOUGHTS



STOP and THINK

Were your responses positive and helpful?

YES NO SOME WERE

If you answered **YES**, your responses were positive and helpful. Great! Keep it up. You are on the self-regulation road to success.

If you answered **NO** or **SOME WERE**, your responses could get you into trouble.

**Sometimes it is difficult to be positive in negative situations.
And being positive does not guarantee
that a situation will disappear.**

**But being positive does help ensure that
problems or difficulties don't overwhelm you.**

Now it is time to continue down the Self-Regulation Highway.

As you drive down the road, you will make decisions about behaviors or strategies that will help you to be a successful self-regulator.

On your journey,
look for the following road signs:

Personal Self-Regulation Strategies

Behavioral Self-Regulation Strategies

Environmental Self-Regulation Strategies

Stop at each sign to learn more about these strategies, then answer the questions.

**So release the brake,
step on the gas,
and head on down the road!**

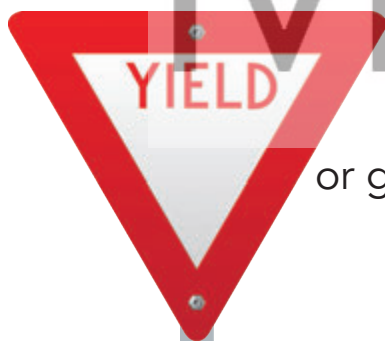
You're in the Driver's Seat!



You have arrived at Destination Self-Regulation!

You can manage and control your
BEHAVIOR, EMOTIONS, and THOUGHTS.

You are aware of your triggers,
and know when to



or go



or

