

# Self Regulation in the Classroom

Rate yourself on the following scale: Always, Sometimes, Not so much Once complete, establish goals for improvement and determine how to reach those goals.

Your classroom success depends on your great self regulation skills in the classroom. Where can you improve?	Always	Sometimes	Not So Much
1. Ready and prepared for each activity. (pencils, books...)	<input checked="" type="checkbox"/>		
2. Participate in small and large group activities.	<input checked="" type="checkbox"/>		
3. Complete work on time.	<input checked="" type="checkbox"/>		
4. Remain on task.		<input checked="" type="checkbox"/>	
5. Follow the classroom rules and routines.	<input checked="" type="checkbox"/>		
6. Ask for help at appropriate times.	<input checked="" type="checkbox"/>		
7. Remain in seat as requested.	<input checked="" type="checkbox"/>		
8. Wait for your turn.	<input checked="" type="checkbox"/>		
9. Refrain from speaking out of turn.	<input checked="" type="checkbox"/>		
10. Complete tasks to the best of your ability.	<input checked="" type="checkbox"/>		
11. Work consistently without warnings	<input checked="" type="checkbox"/>		
12. Put your hand up for questions and or answers.	<input checked="" type="checkbox"/>		
13. Cooperate with others.	<input checked="" type="checkbox"/>		
14. Accept feedback appropriately.	<input checked="" type="checkbox"/>		
15. Review your work for completion and errors regularly.	<input checked="" type="checkbox"/>		
16. Answer requests politely.	<input checked="" type="checkbox"/>		
17. Use appropriate language.	<input checked="" type="checkbox"/>		
18. Follow directions and comply with requests.	<input checked="" type="checkbox"/>		
19. Ignore distractions.		<input checked="" type="checkbox"/>	
20. Organize belongings.		<input checked="" type="checkbox"/>	
21. Attempt to solve problems independently first.	<input checked="" type="checkbox"/>		
22. Keep hands and feet to your self.	<input checked="" type="checkbox"/>		
23. Use appropriate voice tone.	<input checked="" type="checkbox"/>		

# Self Regulation in the Classroom

## Goals For Improvements (My answer is 'Sometimes')

- #4 – Remain on task
- #19 Ignore distractions
- #20 Organize belongings

### Goal 1: Remain on task during class

**Why:** I sometimes feel sleepy or tired because I am a working student. My lack of sleep affects my focus, which causes me to drift off or lose track of the lesson.

#### Strategies:

- P.L.E.A.S.E. strategy (S = Sleep Well; E = Exercise): I will try to improve my sleep routine or take short restorative rests before class when possible.
- Use **4-7-8 breathing** when I feel drowsy — inhale 4 seconds, hold for 7, exhale for 8 — to increase alertness.
- **Mini-focus intervals:** Work in 10–15 minute focus blocks to stay mentally active and avoid zoning out.
- **Cold water reset:** Drink water or splash a bit on my face before class if I'm tired.
- **Sit closer to the teacher** or the front area of the room (which I do a lot) to reduce chances of zoning out.
- **Quick physical activation:** Before class, stretch shoulders/neck or take a 10-second walk to wake up my body.

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## Goals For Improvements (My answer is 'Sometimes')

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### Goal 2: Ignore distractions more effectively

**Why:** Noise, phone notifications, and overthinking sometimes interrupt my concentration and pull my attention away from my tasks.

#### Strategies:

- **Mindfulness check-in:** Notice the distraction, label it (“That’s a sound,” “That’s a thought”), then gently return to the task.
- **Phone regulation:** Turn phone to silent + place it inside bag or face-down far from reach during class.
- **Opposite Action technique:** When tempted to check my phone or look around, I’ll purposely keep my eyes on my work.
- **Positive self-talk:** “Stay focused — I can check my phone later.”
- **Thought dump:** If overthinking starts, write one sentence on a sticky note or on a scrap paper. This helps “release” the thought.
- **Re-focus cue:** Gently tap my fingers in my desk 3 times as a reminder to get back in track.

# Self Regulation in the Classroom

## Goals For Improvements (My answer is 'Sometimes')

- #4 – Remain on task
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- #20 Organize belongings

### Goal 3: Organize my belongings better

**Why:** I usually prepare my things the day before, but sometimes items become mixed inside my bag, making it hard to find them quickly. My desk is generally tidy, but when I am in a hurry, I don't always put things back properly.

#### Strategies:

- **The 2-Minute Bag Reset:** At the end of the day, spend 2 minutes organizing my bag into sections.
- **Desk routine:** Before class starts, do a quick 10-second tidy of my area.
- **Pack intentionally:** Put the next day's items into my bag in order of schedule
- **Use small pouches** for pens, chargers, earphones — reduces clutter inside my bag.
- **Visual checklist:** Keep a small checklist in my bag (or notes app) for must-bring items.
- **Mindful placement:** When rushing, pause for 3 seconds and purposely put items where they belong.

# Self Regulation in the Classroom

## Summary

After completing my self-regulation checklist, I discovered that I am strong in many classroom skills such as following rules, participating in group work, using appropriate language, and completing tasks on time. However, I identified three areas where I sometimes struggle: remaining on task, ignoring distractions, and organizing my belongings. These areas became the focus of my improvement goals.

My first goal is to remain on task during class, especially because being a working student sometimes leaves me tired or sleepy. To improve, I will use strategies such as 4-7-8 breathing, drinking water to stay alert, sitting closer to the teacher, and working in short 10–15 minute focus intervals. I will also try to improve my sleep routine using the P.L.E.A.S.E. skill from Module 10.

My second goal is to ignore distractions more effectively, especially noise, phone notifications, and overthinking. To help with this, I will silence my phone and keep it out of reach, use mindfulness to notice distractions without reacting to them, practice opposite action when I feel tempted to look around, and use positive self-talk to bring my attention back to the task.

My third goal is to organize my belongings better. Although I am generally tidy, my things sometimes become mixed in my bag when I am in a hurry. To improve, I will use a simple folder system (To Do, In Progress, Completed), perform a quick 2-minute bag reset each day, and keep my desk area organized at the start of every class. I will also use small pouches to group items and a checklist to ensure I bring what I need.

Overall, this activity helped me reflect on my strengths and identify areas where I can grow. With consistent practice and self-regulation strategies, I will be more organized, more focused, and better prepared to succeed in the classroom.