TABLE I.1

Self-Regulation Developmental Sequence

Level 1: Developing
• Demonstrates the ability to create a simple plan and immediately reflect on the implemented plan
• Describes and chooses simple strategies for self-calming
• Plans for and practices ignoring some distractions during a task, resulting in increased focus
Level 2: Emerging
• Demonstrates the ability to create a plan to accomplish a task or set of tasks
• Identifies ways to get back on track when distracted
• Develops a plan (with teacher guidance) to self-regulate for common challenging situations and emotional reactions
• Describes the importance of self-regulation for current and future achievement
• Predicts how various actions and decisions would affect outcomes
Level 3: Demonstrating
• Defines self-regulation and describes self-regulation components (planning, monitoring, adjusting, and reflecting)
• Explains personal self-regulation strengths and areas for improvement related to specific situations (such as assignments, technology, and social interactions)
• Demonstrates the ability to make increasingly detailed plans to accomplish tasks
• Identifies potential barriers to plan completion using if–then statements
• Monitors progress of efforts over time
• Reflects on success of effort
Level 4: Generalizing
• Independently creates a plan (detailed set of actions) for short- and long-term aspirations, then monitors progress and effort, adjusts as needed, and reflects
• Self-regulates in multiple settings related to various situations (such as long-term projects, personal goals, and career development)
• Reflects on strengths, challenges, efforts, and outcomes related to self-regulation in specific situations
• Identifies connections between self-regulation and other intrapersonal and interpersonal competencies

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