

# Tips for Parents on Supporting Their Child's Development of Self-Regulation for Learning

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Self-Regulation for Learning (SRL) is the ability to balance Affect (feelings), Behavior, and Cognition (ABCs) to be successful.

SRL develops in four stages:

- 1) Children observe others modeling appropriate ABCs in achieving success
- 2) Children must copy and perform the strategies with support and guidance
- 3) Children must practice the strategies in different context and places to be able to refine them to fit the situation and achieve success
- 4) Children must take time to reflect on how well strategies work, what may need to change and then be allowed to apply them on their own.

You can support your child's development of the ABCs by:

- Modeling strategies for your child:
  - Talk to your child about how you handle feeling bad, being excited or stressed out
  - Show your child positive ways to deal with difficult situations
  - Think out loud for your child so they hear how you plan, organize and think through situations.
- Copy and doing:
  - Help your child talk through their feelings and think of ways they can remain positive, reduce stress, deal with difficult people and so forth
  - Provide opportunities for your child to work through difficulties where they feel supported and nurtured
  - Have your child think out loud with you as they plan, organize and deal with difficult situations.
- Practicing strategies:
  - Daily, ask your child how they managed their feelings, motivation and drive during school
  - Watch your child and offer advice when they are working through a difficult situation
  - Ask your child to explain examples of how they think throughout the day.
- Independence and application:
  - Check in with your child on a routine basis to have them identify their feelings, levels of motivations and what drives them
  - Have your child tell you how they work through complex issues or situations both inside and outside of school
  - Have your child explain to you the way they think about what they are doing and their future.

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## More ideas:

- Be open and honest about emotions: everyone has them and everyone deals with them differently. What matters is that we are able to recognize the impact our emotions have on others, how we deal with situations or react to the environment.
  - Talk to your child about how people deal positive and negatively with their emotions.
  - Talk with our child about how people behave positively and negatively.
  - Show them that positive emotions and behaviors have a greater effect on being successful than negative emotional reactions and behaviors.
  - Use affirming language rather than negative language with your child:
    - "I like it when you follow my directions." rather than, "Why are you not doing what I told you to do?"
    - "I appreciate when you talk to me in a calm manner." rather than "Don't talk to me like that."
  - Help your child identify what they are good at, and what causes them difficulty.
  - Tell your child "No one is good at everything, but everyone is good at something."
  - Help your child recognize in difficult situations that they can:
    - Learn to adapt to the situation,
    - Ask for a change in the situation, or
    - Avoid getting into the situation in the future.
  - Give your child constructive feedback that is focused on how they can get better or improve their performances. Be specific and focused in your feedback to your child.
  - Acknowledge your child's effort not their ability.
  - Work through challenges worth solving with your child, which must be:
    - . enjoyable and
    - . intriguing.
- " Remind your child that:
    - . All skills and processes as learnable,
    - . Patience, persistence, and perseverance are essential to success,
    - . Feedback is meant to build confidence and resilience.
  - " Teach your child how to:
    - . Believe in themselves,
    - . Seek out help from others,
    - . Organize materials to get the job done,
    - . Ask questions, or ask for help,
    - . Request, require and/or advocate for more support/ information or resources.
  - " Help your child see how the skill/content is important to future learning.
  - " Balance your acknowledgement & support.
  - " Encourage your child to practice until they feel confident in what they can do.
  - " Provide time for your child to reflect on learning.
  - " Assist your child in making connections between school and their lives, fields of study, careers
  - " **Live the growth mindset:**
    - . Show your child your love for challenges
    - . Use your mistakes as a learning tool
    - . Discuss the effort you put in daily
    - . Display your continued learning.
  - " Seek professional help (social worker, psychologist, therapist, doctor) when you don't know what to do with your child.

