

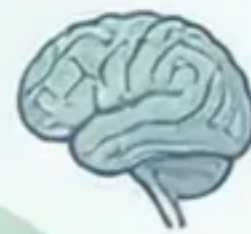
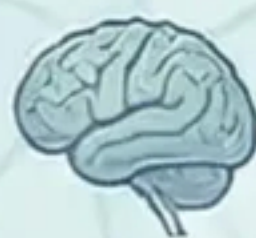
From Control to Capacity: Supporting Student Self-Regulation

THE SCIENCE OF SELF-REGULATION



Self-regulation is a skill, not a choice.

It is a complex cognitive ability under construction, not a switch students flip.



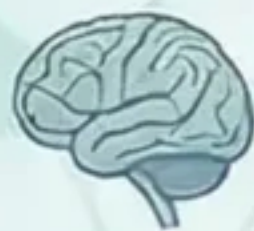
The "Air Traffic Control" of Learning

Executive functions like impulse control and working memory live in the prefrontal cortex.



Development lasts until the mid-20s.

The prefrontal cortex is the last part of the brain to fully mature.



Stress causes executive function to decrease.

When stress increases, the brain's ability to regulate and process language goes offline.



PRACTICAL SHIFTS FOR TEACHERS



Reduce the cognitive load first.

- ✓ Use clear tasks and predictable routines to free up student mental capacity.
- ✓



Teach regulation like academic content.

- ✓ Model calm responses and narrate your thinking out loud to students.
- ✓



Use structure as support, not control.

- ✓ Visual schedules and consistent signals act as essential scaffolds for regulation.
- ✓



Respond without escalation.

- ✓ Use neutral responses to preserve dignity and help students re-regulate faster.
- ✓