

# Self-Regulation

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*The purpose of education is to perpetuate our culture and to improve upon it*

## People

Self-regulated individuals can monitor, control, and regulate certain aspects of their own cognition, motivation, and behavior as well as some features of their environment. This enables them to operate within prescribed boundaries. Self-regulated learners operate within the behavioral boundaries of the classroom and school. Self-regulated adults operate within governmental, home, work, and social group boundaries.

A middle school or high school teacher works to have classes of self-regulated learners. Given this, they can concentrate on what and how they are teaching rather than dealing with aberrant, often disruptive, behaviors.

At this level of development, learners function beyond being solely compliant, as one would have primary school level learners be. Further, self-regulated learners can do independent work yet not be behaviorally self-determining. A class of independent learners is not a class. It is a group of learners each going in a personal direction and behaving differently. Being independent is to go outside of the so-called “box”.

Being independent is rewarded if the product of that independence provides value to the greater society. If there is no inherent value to society, independent behavior is generally “frowned upon”.

Here one begins to see the relationship between self-regulation and the purpose of education. Our culture is a society of limits; national, state, municipal, home, workplace, school, church, social group, and the like. People who have learned to be self-regulated survive well within those limits and their organizations do well. The improvement of the culture comes from independent thought from within self-regulated organizations. Even Bill Gates, Steven Jobs, and Martin Luther King operated within a self-regulated structure. They went beyond the organization, yet never left it fully and came back to one that was improved by their work.

If there existed a society where all its citizens were independent thinkers and doers, it probably would be one of anarchy.

## Programs

The Culture of Achievement system and its component programs have self-regulation as their cornerstone. One program in particular, Managing Classroom Behavior, focuses on the need for self-regulated classrooms and how to develop one. It goes beyond the setting of rules and punitive measures for non-compliance to those rules.

Managing Classroom behavior prepares teachers to set limits or develop behavioral goals for the classroom. Then logical teaching consequences are identified. These are bound together with other elements into procedures to be followed in the classroom. These procedures cause a degree of efficiency to exist in the classroom since day-to-day routines are in the form of procedures and become second nature to students. There are logical teaching consequences in place so that capricious and punitive sanctions do not cause more problems than the aberrant behavior itself.

### **Value beyond the classroom**

The Creating a Culture of Achievement system and its component programs do much as described. However, the ultimate benefit derived is actualized in a far broader context than the classroom.

Students become citizens of society. As a result of education they have consciously and unconsciously learned and practiced to become self-regulated. That is the structure for existence in society. This part of education now has become a content area in the affective domain and no longer is left up to chance.