



2013-2014 AESN Case Study

School: Pineridge Elementary **District:** SD52 Prince Rupert

Area of focus: Enhancement Agreement

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Scanning: While scanning we noticed that students were struggling with attention, lack of focus, and experiencing difficulties with transitions and routines. We felt if we could teach students how to cope by using strategies and tools to self-regulate, that these issues could begin to disappear and our students could then have quality learning experiences.

Focus: If our Aboriginal learners learn how to self-regulate and have a choice of strategies and tools, would this remove stressors and positively effect their ability to learn? Our students need to learn how to regulate so they are in the best mindset to learn in a focused, calm and alert way.

Hunch: We first asked ourselves what was working in the classroom. Our classroom was using lessons of high interest, and teachers were demonstrating a mix of hands on, visual and oral learning. Technology was integrated and more than one style of teaching was being offered. We then identified what was not working and tried to address these issues. We noticed that students were getting frustrated with work, frustrated with each other, work was not being completed in class, and students were off task often.

New professional learning: Our team worked with a mentor and his team for a year and a half through a BC grant project, as well as studied documentation and books about helping students remain calm, alert and focused in the classroom. We researched a resource about self-regulation and piloted a program in 2013 with sample classrooms, which went school wide this school year.

Taking action: We started with a self-regulation survey that was given to each student, and then introduced new self-regulation strategies that were taught twice a week in the classroom. We Integrated iPads for self-regulation and learning in the classroom, piloted a district stability ball project and offered a wide array of tools and resources for the classroom.

Checking: We finished our project off with an exit survey done with each student, and have noticed that students work output has improved and they are able to choose strategies in class to stay calm, alert and ready to learn. When outbursts happen,

student self-regulate quicker. Students find it easier to transition from subject to subject, demonstrate more success with following routines and peer relationships have improved in and out of the classroom.

Reflections/Advice: Here are some questions we have been thinking about:

- 1) Flexibility VS Control: How much flexibility should we give? Is too much a possible road block?
- 2) Equality VS Equity: How do we effectively teach students that we give students what they need which may not be what is fair to all?
- 3) Opportunities: How many chances do you give students to re-try tools once they have been taken away due to ineffectiveness?

We had much success with our heritage fair projects this year and hope to use self-regulation along with a writing program and do more project based learning next year.