## C2 L4 Moving Students Along the Self-Regulation Continuum

**Activity 1:** Key Terms Matching Activity

**Instruction:** Enter the letter of the of the correct definition from the column on the right next to the key word that you think best defines the term.

|  | Key Term |  | Definitions |
| --- | --- | --- | --- |
|  | Competence |  | 1. Cannot perform because of a lack of skill, fluency in the skill, or knowledge of expectation.
 |
|  | Relatedness |  | 1. Choosing to act in a specific way so as to meet a need.
 |
|  | Autonomy |  | 1. The purpose of a behavior.
 |
|  | Skill Deficit |  | 1. Perceived ability to succeed at what is to be done; Self-Efficacy.
 |
|  | Performance Deficit |  | 1. Being in control of one’s life or actions; Having an internal locus of causality.
 |
|  | Function of behavior |  | 1. Feeling connected with others; sense of belonging.
 |

**Activity 1:** Answer Key: Key Terms Matching Activity

**Instruction:** Use the answer key, below, to check your answers

|  | Key Term |  | Definitions |
| --- | --- | --- | --- |
| D. | Competence |  | 1. Can’t do; cannot perform because of a lack of skill, fluency in the skill, or knowledge of expectation.
 |
| F. | Relatedness |  | 1. Won’t do; choosing to act in a specific way so as to meet a need.
 |
| E. | Autonomy |  | 1. The purpose of a behavior.
 |
| A. | Skill Deficit |  | 1. Perceived ability to succeed at what is to be done; Self-Efficacy.
 |
| B.  | Performance Deficit |  | 1. Being in control of one’s life or actions; Having an internal locus of causality.
 |
| c. | Function of behavior |  | 1. Feeling connected with others; sense of belonging.
 |

QUIZ

Instructions: For each of the 8 Effective Teaching and Learning Practice listed below, identify which of the 3 psychological need(s) is/are supported by that practice. Provide your rationale in the space beneath each response.

1. Which of the 3-psychological needs are supported when expected behaviors are taught and practiced?

| A) Competence |  |
| --- | --- |
| B) Relatedness |  |
| C) Autonomy |  |

1. Which of the 3-psychological needs are supported when classroom procedures are taught and practiced?

| A) Competence |  |
| --- | --- |
| B) Relatedness |  |
| C) Autonomy |  |

1. Which of the 3-psychological needs are supported when expected behaviors are encouraged?

| A) Competence |  |
| --- | --- |
| B) Relatedness |  |
| C) Autonomy |  |

1. Which of the 3-psychological needs are supported when an instructional approach is used to discourage unexpected behaviors?

| A) Competence |  |
| --- | --- |
| B) Relatedness |  |
| C) Autonomy |  |

1. Which of the 3-psychological needs are supported when teachers actively supervise students?

| A) Competence |  |
| --- | --- |
| B) Relatedness |  |
| C) Autonomy |  |

1. Which of the 3-psychological needs are supported when teachers give students high rates of opportunities to respond?

| A) Competence |  |
| --- | --- |
| B) Relatedness |  |
| C) Autonomy |  |

1. Which of the 3-psychological needs are supported when teachers sequence activities to build momentum and create brain breaks, and provide students with choice?

| A) Competence |  |
| --- | --- |
| B) Relatedness |  |
| C) Autonomy |  |

1. Which of the 3-psychological needs are supported when task difficulty is differentiated based on individual student needs?

| A) Competence |  |
| --- | --- |
| B) Relatedness |  |
| C) Autonomy |  |

**Elevator Speech**

**Instructions:** Imagine you are talking to a teacher who claims that they don’t believe in giving kids rewards. How would you summarize what we’ve talked about into a brief elevator speech that you could give while traveling 1-5 floors? Pause the video while you come up with your answer.

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| --- |