

# **SELF-REGULATION: DRIVING YOUR BRAIN**



# Imagine being in the car with a driver who is...



■ Composed

■ Deliberate

■ Controlled

■ Careful

■ Calm

# Or being in the car with a driver who is...

- Highly emotional
- Impulsive
- Rebellious
- Risk taking
- Thrill seeking



**Which driver is more likely to get you where you want to go?**



# The first driver represents the fully-developed **ADULT BRAIN**



■ Composed

■ Deliberate

■ Controlled

■ Careful

■ Calm

# The second driver represents the still-developing **TEENAGE (Adolescent) BRAIN**

- Highly emotional
- Impulsive
- Rebellious
- Risk taking
- Thrill seeking



# Understanding your brain

- The brain is continually sensing and responding to external stimuli
- Much of this regulation takes place automatically—beyond our awareness.
- As we mature, our brain requires that we actively participate in our own regulation.
- When these systems develop normally, we are able to deal with complex and challenging situations



# What does this affect?

- Adapting successfully to un-familiar settings
- Focusing and maintaining attention on something
- Ignoring distractions
- Following instructions
- Inhibiting inappropriate speech or actions
- Using strategies to carry out tasks
- Keeping emotions in check
- Showing sensitivity to others

**Can the second driver be more like the first? ABSOLUTELY!**



**Do you drive your brain, or does your brain drive you?**



We can use self-regulation to “take the wheel” and “drive” our teenage brains better!

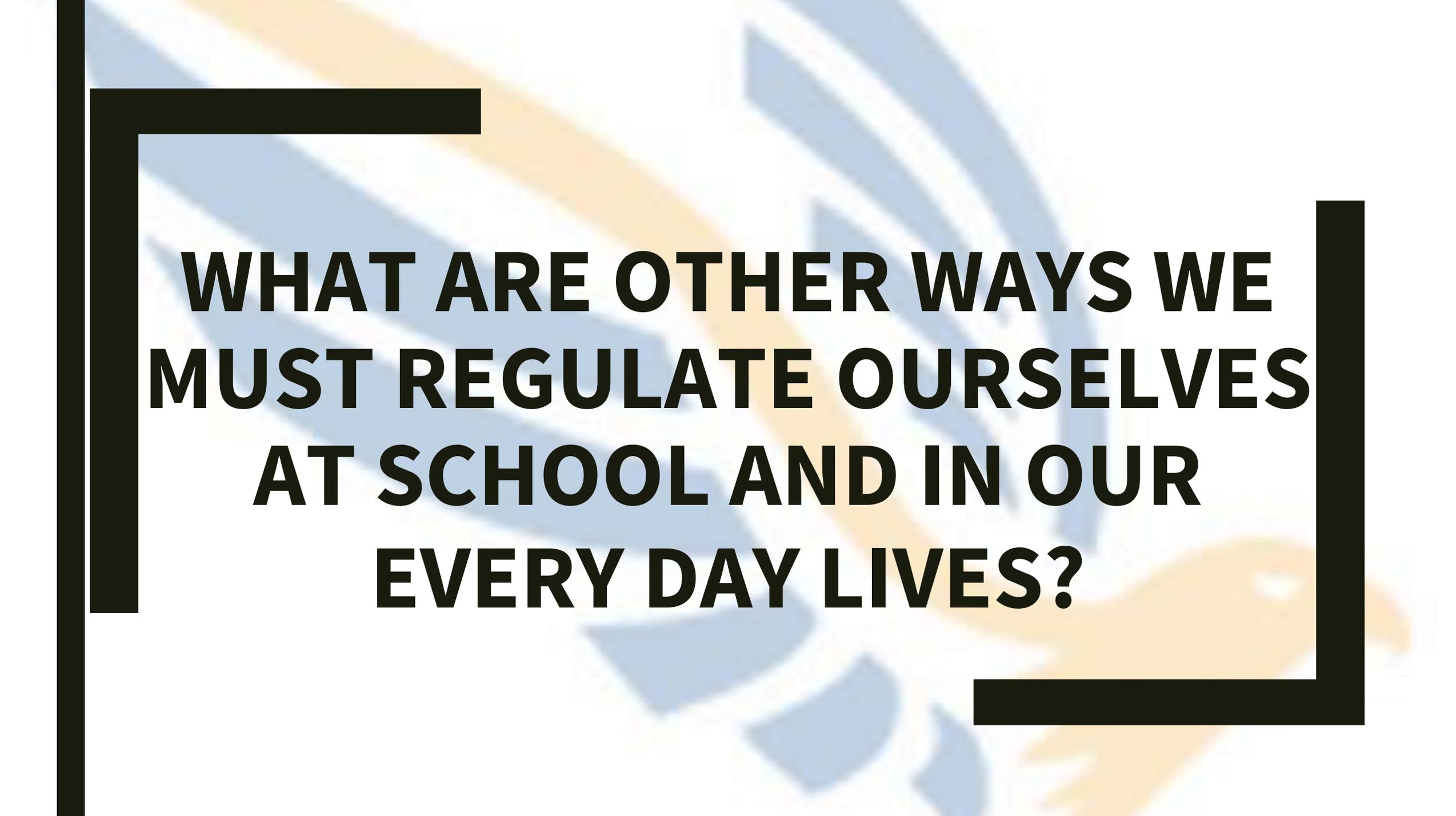


# SELF-REGULATION

regulating oneself without intervention from external bodies; the ability to act in your long-term best interest

# Examples of self-regulation in school

- Concentrating on a lesson rather than being distracted by hallway noise, classmate behaviors, etc.
- Using study time most effectively
- Completing a long-term project
- Thinking before raising your hand
- Raising your hand instead of calling out
- Avoiding issues at lunch



**WHAT ARE OTHER WAYS WE  
MUST REGULATE OURSELVES  
AT SCHOOL AND IN OUR  
EVERY DAY LIVES?**

# Self-Regulation Strategies

- Create schedules or picture charts to organize time
- Keep work areas familiar
- Remove yourself from distracting areas/peers
- Check-in with teacher/parent throughout a task
- Repeat instructions or questions in head before asking aloud
- Explain your feelings to group members or ask others how they feel about a task
- Attempt to regulate others

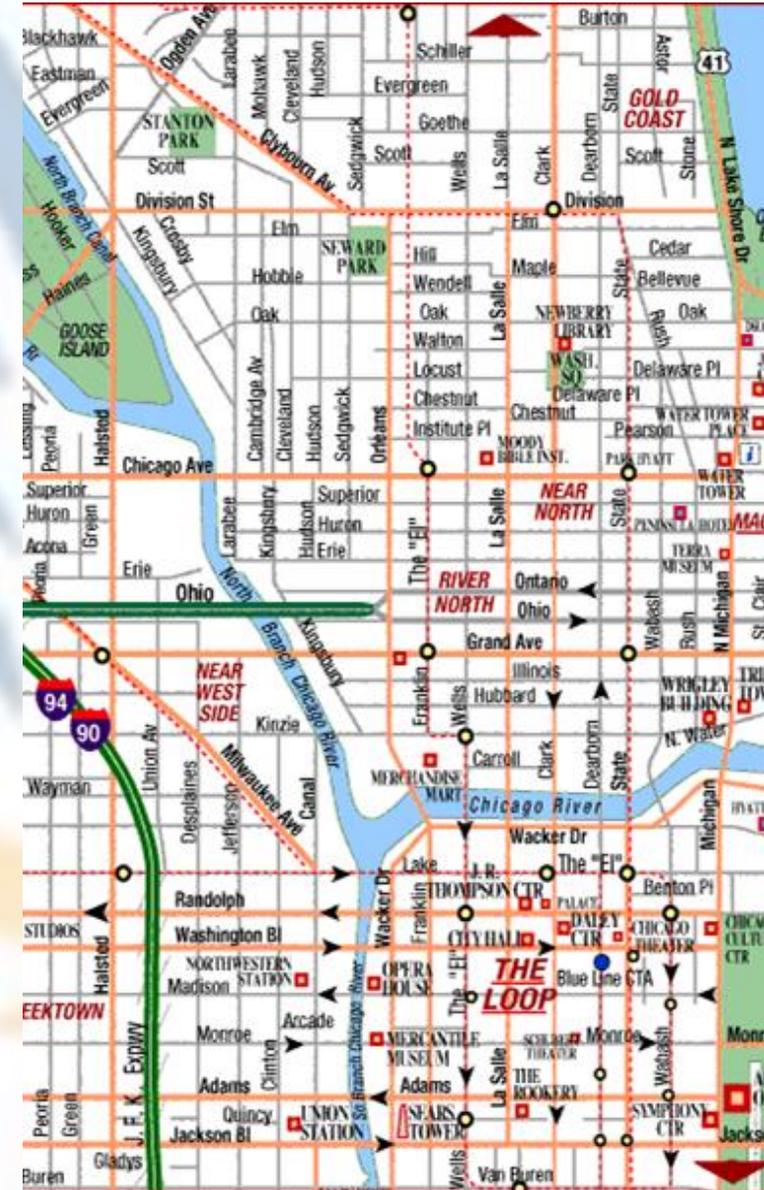
# WAZE Drive Your Brain

## Destination:

*Effectively Working on a Project in Class*

## Directions:

- How could you make turn-by-turn directions to guide you to your destination.
- What type of potential “wrong turns” and “hazards” (negative behaviors) need to be avoided?
- You should also include the correct “turns, shortcuts, and redirections” (positive behaviors) that should be taken to reach the destination as effectively and efficiently as possible.



# Reflect

- Teenage brains are still developing; your default setting is to BE DRIVEN BY your brain
- Self-Regulation allows people to TAKE CONTROL and DRIVE THEIR OWN BRAINS.

