



Learnlife Impact Rubric

tracking and assessing the impact of growth in lifelong learning capabilities: **Self-Regulation**

Summary: self-regulation proficiency				
very limited Self-Regulation capability observed	low Self-Regulation practices evident	moderate Self-Regulation capability, growing indicators	Proficient Self-Regulation capability in evidence, strong growth trajectory	High proficiency in Self-Regulation capabilities consistently in evidence
Pre Phase: little Self-Regulation	low self-regulation	emerging self-regulation	self-regulation a strength	high proficiency in self-regulation
<p>Biological domain:</p> <p>no real or demonstrable self-awareness of the importance of maintaining healthy routines including daily physical activity; or if there is some awareness, not creating or sticking with consistent actions which would help maintaining a healthy immune system</p>	<p>Biological domain:</p> <p>Emerging awareness of the connection between the human body and self-regulation, especially with the immune system:</p> <ul style="list-style-type: none"> • <i>sleeping patterns</i> • <i>recouping after difficult experiences</i> • <i>remaining calm during distracting visual or auditory stimuli</i> • <i>follows healthy daily routines</i> • <i>engagement in positive physical activities</i> <p>At this lower stage of self-regulation there is little consistency in the formation of daily habits which would boost the body's immune system.</p>	<p>Biological domain:</p> <p>Planning daily strategies to build the health of the body's biological health, but not consistently sticking with them. Emerging strategies might include:</p> <ul style="list-style-type: none"> • creating and commencing physical activities which lead to enjoyment • choosing better sleep patterns • using breathing exercises or physical movement as a way to stay calm • discussing ways of boosting personal health <p>There are clear signs of being able to modulate strong emotions.</p>	<p>Biological domain:</p> <p>Planning and implementing daily strategies to build biological health. This would include ensuring regular good patterns of sleep; regular physical activity; active strategies when challenged by distracting stimuli; an ability to respond calmly to experiences.</p> <p>In this stage, there is a good level of self-reflection resulting in adjustments to routines to ensure good biological health. There are active choices to not smoke or take other stimulants.</p> <p>Stronger emotional resilience enables recovery from disappointment.</p>	<p>Biological domain:</p> <p>Demonstrating good routines and practices when it comes to keeping oneself physically healthy - leading to positive self-esteem. There is an evident ability to adjust routines to match different environments and experiences.</p> <p>A highly proficient person would make active and positive choices to ensure good sleep patterns, avoid external stimulants, focus on healthy living in general and include the appropriate physical activities and movement into daily routines.</p> <p>At this level different goals for self-improvement are set and achieved, as well as a demonstrated ability to help others improve their biological health.</p>

<p>Emotional domain:</p> <p>No real ability to consistently regulate emotions. This can lead to recurrent conflicts. There is little evident ability to recognise specific emotions as they arise and a low understanding of how one might better manage one's emotions - indeed, often a resistance to the idea. Emotional self-regulation is therefore a challenge and external assistance is often needed to manage resulting conflicts.</p>	<p>Emotional domain:</p> <p>Only emerging ability to modulate strong emotions. Appreciates coaching and mentoring when it comes to better managing emotions:</p> <ul style="list-style-type: none"> • <i>Self-awareness is only beginning to become evident and this is not consistent in all contexts.</i> • <i>Early attempts to set personal emotional regulation goals meet with mixed success.</i> • <i>Productivity and outputs in other areas are often impacted detrimentally because of low ability to regulate emotions or take emotional responses out of the equation to enable better focus or interactions.</i> 	<p>Emotional domain:</p> <p>Growing capacity to self-regulate emotions:</p> <ul style="list-style-type: none"> • <i>Able to keep emotions self-regulated when there is a need to focus on other activities.</i> • <i>There is an increasing willingness to learn, on own and with others, and to better regulate emotions in order to enable greater productivity.</i> • <i>increasing capacity to bounce back from negative emotional experiences.</i> • <i>capable of working in multiple contexts because of growing capacity to manage and monitor own emotions.</i> 	<p>Emotional domain:</p> <p>Clear emotional strengths - can handle own emotions and manage the emotions of others:</p> <ul style="list-style-type: none"> • <i>able to to recover from disappointment, challenging situations and move forward confidently and positively.</i> • <i>emotional resilience is a strength.</i> • <i>demonstrates a desire to create and innovate, and while doing so to use a wide range of strategies and techniques.</i> • <i>demonstrates strength within a community, often taking the lead in ensuring emotional safety and resilience</i> • <i>A healthy self-esteem based on awareness of personal efforts and achievements</i> 	<p>Emotional domain:</p> <p>Demonstrates high proficiency in regulating own emotion:</p> <ul style="list-style-type: none"> • <i>high self-awareness is an evident strength - and this directly enables strong self-regulation of emotions</i> • <i>recurrent self-observation results in the systematic monitoring of own performance</i> • <i>constantly seeks feedback in order to better self-regulate</i> • <i>strong self-judgement - systematically comparing performance against statements and checklists in order to improve.</i> • <i>naturally advocates for others based on an appreciation for their emotions and the challenges they face.</i>
<p>Cognitive domain:</p> <p>Little real evidence of thinking before acting in multiple contexts, especially interpersonal conflicts- Little ability to recognise the impact of their own cognitive practices on the well-being of others. Multiple instances where failure to self-regulate has landed this person in troubled situations,</p>	<p>Cognitive domain:</p> <p>Elementary understanding of the connections between the mental processes required for taking in and being able to use information and self-regulating:</p> <ul style="list-style-type: none"> • <i>inconsistent use of cognitive processes to make appropriate immediate responses</i> 	<p>Cognitive domain:</p> <p>Growing abilities in a range of cognitive functions:</p> <ul style="list-style-type: none"> • <i>ability to consider perspectives other than one's own</i> • <i>connecting previous responses to current situations and better regulating responses increased capacity to problem solve</i> 	<p>Cognitive domain:</p> <p>Clear ability to use cognition to self-regulate, especially in spontaneous experiences. This is consistently evidenced in multiple contexts:</p> <ul style="list-style-type: none"> • <i>clear abilities to monitor and assess performance</i> • <i>viewing failure as opportunity to learn</i> • <i>managing time effectively</i> 	<p>Cognitive domain</p> <p>Superior ability to think rationally and calmly in all contexts. A highly evident ability to read people and situations clearly and provide immediate solutions to challenges and mediate ion conflict. A highly proficient person in this domain would be actively helping others grow their cognitive capacities,</p>

<p>often leading to further unresolved tensions. Little capacity to develop new cognitive patterns without significant external interventions.</p>	<ul style="list-style-type: none"> • <i>emerging awareness in relation to understanding cause and effect</i> • <i>limited recognition of the need to think logically in specific contexts</i> 	<ul style="list-style-type: none"> • <i>strengthening ability to think logically</i> • <i>starting to set learning goals</i> • <i>Developing signs of stronger self-awareness, especially in relation to strengths and weaknesses</i> 	<ul style="list-style-type: none"> • <i>actively growing cognitive capacity, attention and memory</i> • <i>able to focus and switch focus readily as required</i> • <i>ability to plan and execute several steps in a row, including creation of immediate alternative strategies</i> 	<p>especially as witnessed in group contexts. They would be actively finding ways to grow their understanding of the human brain and make adjustments to their daily practices reflecting this ever-expanding capacity. This person would likely demonstrate strong selfless leadership.</p>
<p>Social domain: This person often finds it difficult to interact in social situations. This might arise from a lack of awareness and understanding of appropriate social skills, or perhaps a lack of ability to understand other people and respond appropriately to them. This person often sends confusing messages to others in social contexts.</p>	<p>Social domain: An elementary ability to use social cues so as to act in an appropriate manner. Only emerging levels of evident social intelligence.</p> <p>At this stage the person needs frequent coaching in appropriate or alternative ways of responding to social interactions or cues. They are still reliant on other people to assist their ability to cope in social contexts.</p> <p>Regular feedback provides practical assistance at this stage, especially in highlighting the likely feelings of others.</p>	<p>Social domain: A growing ability to understand their own feelings and intentions. At the same time there is a growing capacity to regulate their own interactions with others based on an understanding of the other person's evidential emotions.</p> <p>Social coaching is helpful when confronting complex situations or solving interpersonal challenges. There are growing indications of their ability to respond to the feelings and intentions of others appropriately, both verbally and nonverbally.</p>	<p>Social domain: An obvious capacity to interact in most social contexts appropriately and with a positive impact on the wider group. There is an evident ability to monitor the effects of their responses on others.</p> <p>There is clear ability to be an effective communicator – as listener and speaker, using humour on occasions appropriately. A heightened ability to understand the feelings of others means that they recover from and repair breakdowns in interactions.</p>	<p>Social domain: The highly proficient person in this domain confidently interacts with all, including those who cause challenges for others. This person also reads social contexts closely and takes responsibility, and if necessary, take action to ensure all people feel socially comfortable and safe socially. At this stage, the high level of quiet social confidence encourages others to adopt similar practices. They are also able to step into any situation and take action to improve the social experiences of all.</p>
<p>Prosocial domain: At this stage the person finds it difficult to view life other than through their own limited lens. Social connectivity can be weak and a number of interventions are needed to</p>	<p>Prosocial domain: An elementary ability to act with others in their environment.</p> <p>Only an emerging ability to promote positive social connections, friendship and empathy.</p>	<p>Prosocial domain: A growing ability to foster positive social connections and demonstrate more consistent empathy toward others.</p> <p>Evidence of an ability to help others and care for</p>	<p>Prosocial domain: A clear capacity to interact with others in the community, promoting positive social connections, friendships and empathy.</p> <p>There is a clear level of self-awareness and honesty in</p>	<p>Prosocial domain: High proficiency when it comes to building a positive relational culture within a community and an ability to place the needs of others as a high priority.</p>

<p>enable positive interactions with the wider community. This person often demonstrates 'a short fuse' and needs assistance to interact with the wider community. In many instances, feedback and advice is not readily understood or appreciated.</p>	<ul style="list-style-type: none"> • <i>Benefits from coaching to grow empathy skills</i> • <i>only emerging ability to consistently demonstrate care for the feelings of all</i> • <i>inconsistent demonstrations of the desire to 'do the right thing' and act on personal convictions</i> 	<p>their feelings. A growing ability to help others deal with their emotions.</p> <p>Ongoing coaching in finding ways to positively contribute to the wider community and care for the environment is received well. This leads to active strategies to implement growing capabilities.</p>	<p>relation to themselves and others. This is directed toward growing empathy skills in all others in the environment.</p> <p>A demonstrated capacity to grow the ability of others to self-regulate.</p> <p>There is no difficulty in putting the needs of others ahead of their own, even in times of personal challenge.</p>	<p>People respect the ability to co-regulate with others and value the level of trust and honesty associated with the empathy experienced.</p> <p>A highly developed capacity to focus on the needs of the wider community and to consistently put the needs and interests of others ahead of their own.</p> <p>Consistently acts on their deeply held convictions and desire to help the community.</p>
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Drawing from and extending ideas developed by Dr Stuart Shanker https://selfregulationinstitute.org/journal/journal_archives/volume_1_issue_1/