- *Self-Regulation* represents the cognitive and affective processes used to monitor, regulate, and control behavior related to learning.

- The most common disciplinary events recorded in this study were for disruptive behavior, defiance, disrespectful behavior, skipping class, and being tardy.

- ACT Engage® Grades 6–9 assessment includes three measures of self-regulation: *Managing Feelings*, *Orderly Conduct*, and *Thinking before Acting*.[1]

Importance of Student Self-Regulation

Data collected from four large urban school districts were used to examine the relationship between students' self-regulation and two outcome measures tracked over one semester: the total number of disciplinary events and suspensions from school. Self-regulation was measured by an assessment designed to measure academic behaviors, including *motivation*, *social engagement*, and *self-regulation*.

Figure 1 shows that the number of disciplinary events per semester decreased consistently as the measure of self-regulation increased. At the lowest level of self-regulation, students averaged 2.9 disciplinary events. At the highest level, students averaged 0.3 disciplinary events.

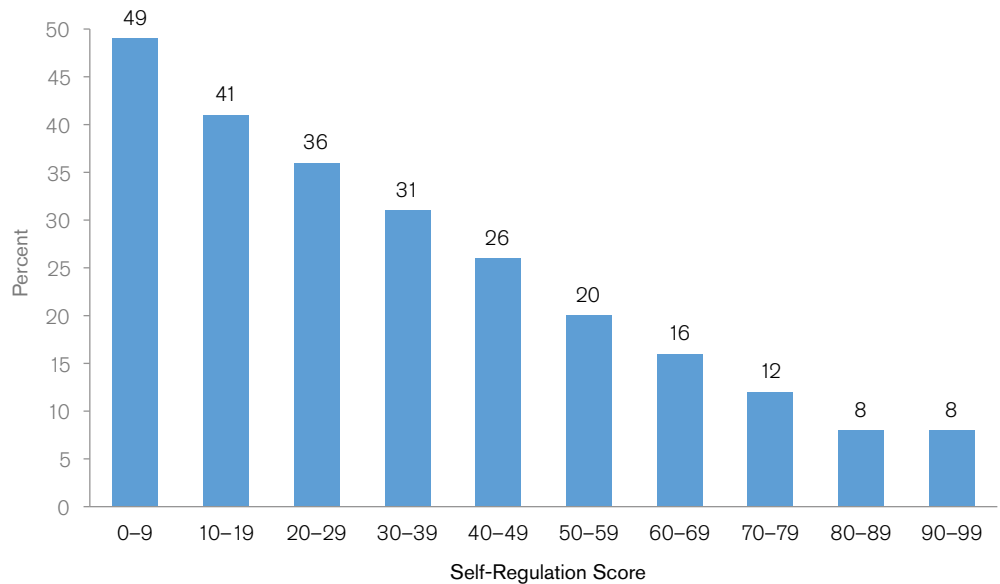Figure 1. Average Number of Disciplinary Events by Self-Regulation Scores
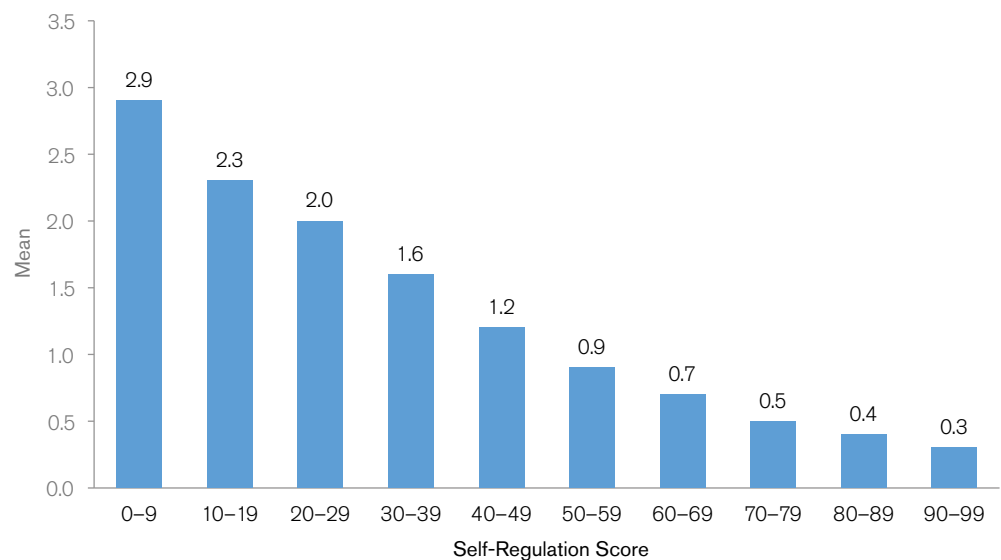
Graph reads: Students with a self-regulation score between 50 and 59 averaged 0.9 disciplinary events.

Note: This chart is based on data collected from 67 schools and 16,234 students, primarily in grades 6–9. The measure of self-regulation was derived as the mean percentile score across three scales.

Figure 2 shows that the percentage of students suspended per semester from school decreased steadily as the measure of self-regulation increased. At the lowest level of self-regulation, nearly half of the students were suspended. At the highest levels, 8% of the students were suspended.

ACT®

- Students were classified as having been suspended if they had at least one in-school or out-of-school suspension during the second semester of the 2009–2010 school year. The overall suspension rate observed in this study (19.5%) is not necessarily typical of suspension rates nationally.[2]

- Results highlight the importance of early identification of students with self-regulation problems.

Figure 2. Percent of Students Suspended from School by Self-Regulation Score

Graph reads: Among students with a self-regulation score between 30 and 39, 31% were suspended from school during the second semester.

Note: This chart is based on data collected from 52 schools and 13,782 students, primarily in grades 6–9. The measure of self-regulation was derived as the mean percentile score across three scales.

These data show that student self-regulation is related to important indicators of student conduct in school, such as disciplinary events and suspensions. These data also highlight the importance of self-regulation as a contributor to academic success. When students are suspended or engage in conduct requiring discipline, instructional time is lost. Moreover, school environments that are safe and orderly are able to foster greater student achievement.[3] ■

[1] For more information on ACT Engage, please see www.act.org/engage.

[2] In 2007, 24.5% of students in grades 9–12 nationally reported having been suspended from school at least once. This percentage cannot be compared directly to the percentage observed in this study (19.5%) because this study only covers one semester. *National Household Education Surveys Program of 2007.* National Center for Education Statistics, Institute of Education Sciences. Washington, DC: US Department of Education.

[3] ACT, 2012. *A First Look at Higher Performing High Schools.* Iowa City, IA: ACT.