



Providing Research-Based Self-Regulation Curricula for Teachers Who Work with Students Who Exhibit Significant Behavior Problems

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<https://education.ufl.edu/cognitive-behavioral-research-group/i-control/>

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Students who exhibit significant behavior problems struggle with self-control. Skills such as solving social problems, controlling strong emotions, and setting goals are necessary for positive social, emotional, behavioral, and academic outcomes. Researchers have found that strengthening self-regulation improves the ability to monitor and manage behaviors and emotions. There is, however, a paucity of evidence-based social-emotional curricula designed to strengthen self-regulation, specifically for students with significant behavior problems.

How can research address this problem? The *I Control* research project addresses this issue through its evaluation of a theoretically and evidence-based, intensive yearlong curriculum for students with behavior problems that focuses on strengthening self-regulatory processes. *I Control* provides teachers with lessons and activities that strengthen the ability to solve social problems, manage emotions, and set goals to help students achieve positive outcomes in school and beyond.

What has the research found? Our data provides emerging evidence that *I Control* improves a number of key social-behavioral outcomes. Students with significant behavior problems learned self-regulation skills and improved their social competence, resulting in fewer teacher-reported behavior concerns. As one teacher noted:

“I enjoyed teaching I Control because the lessons were easy to understand, and I did not have to plan. It relates to my behavioral system. I am going to use it every year.”

One parent expressed the positive impact her son experienced from being involved in *I Control* instruction:

“Your program has truly done remarkable things for my son. Not only did I love it, but my son enjoyed it so much! I wish this program could continue all throughout the school year.”

Researchers at the *University of Florida* and *Kent State University* in Ohio are continuing their study of the efficacy of *I Control*. Research like this can provide teachers a sequenced, active, focused, and explicit curriculum to increase the positive social, emotional, and behavioral outcomes of students with significant behavior problems.

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