The Five-Domains of Self-Regulation Checklist

This framework is based on the work by Dr. Stuart Shanker. More in-depth information can be found in his book *Calm, Alert and Learning*. The attributes of what characterizes a mentally healthy child are broken into 5 domains so that we can better analyze the behaviours and provide support for the child.

Student's Name: _____________________________  
Recorder: ______________________________  
Grade: ____________  
Date: ____________

Insert 'yes' or 'no' in the spaces provided.

### The Biological Domain: Key Attributes

- ____ Physical health, which includes a robust immune system
- ____ Sufficient energy on waking up, which is maintained through the course of the day
- ____ The ability to recoup energy after difficult experiences
- ____ The ability to remain calm amid distracting visual and auditory stimuli
- ____ The ability to follow healthy daily routines (e.g., healthy diet, sufficient exercise, required hours of sleep)
- ____ Engagement in – and enjoyment of –physical activities, enabled by well-functioning motor systems that, for example, allow the coordination of arms and legs and of eyes and fingers.

**Notes:**

### The Emotional Domain: Key Attributes

- ____ The ability to modulate strong emotions
- ____ Emotional resiliency – the ability to recover from disappointment, challenging situations, embarrassment, and other difficulties, and move forward confidently and positively
- ____ Willingness and interest to experiment and to learn, on one's own and in collaboration with others
- ____ A desire to create and innovate, and while doing so to use a wide range of strategies and techniques
- ____ A healthy self-esteem that is based on awareness of personal efforts and achievements – as well as those of others

**Notes:**
### The Cognitive Domain: Key Attributes

- The ability to focus, and switch focus, as required
- The ability to consider perspectives other than one's own
- The ability to plan and execute several steps in a row, including being able to try different courses of action when an initial plan has failed to work
- The ability to understand cause and effect
- The ability to think logically
- The ability to set learning goals
- The ability to monitor and assess performance
- The ability to see that failure provides an opportunity to learning
- The ability to manage time effectively
- The ability to develop self-awareness, especially the recognition of personal learning strengths and weaknesses
- The ability to use learning aids, including digital technologies, where appropriate (e.g., making an outline to help order thoughts in writing)

### The Social Domain: Key Attributes

- The ability to understand one's feelings and intentions
- The ability to understand the feelings and intentions of others
- The ability to respond to the feelings and intentions of others appropriately, both verbally and nonverbally
- The ability to be an effective communicator – as a listener and as a speaker
- The ability to demonstrate a good sense of humour that does not rely on ridicule
- The ability to recover from and repair breakdowns in interactions with others (e.g., through compromise)
### The Prosocial Domain: Key Attributes

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<tbody>
<tr>
<td>1</td>
<td>The ability to help regulate others and to co-regulate with others</td>
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<tr>
<td>2</td>
<td>A sense of honesty, both with oneself and with others</td>
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<tr>
<td>3</td>
<td>Empathy, or the capacity to care about others' feelings and to help them deal with their emotions</td>
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<td>4</td>
<td>The ability to put the needs and interests of others ahead of one's own</td>
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<td>5</td>
<td>The desire to “do the right thing” and the conviction to act on one's conviction</td>
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**Notes:**

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