



# Indiana Conference of Seventh-day Adventists Description of Required School Processes

**Desired Product: Students who have big dreams and believe those dreams can come true if they delay gratification, work hard and persevere.**

**5.1 Teachers will use a variety of methods to daily teach the importance of self-regulation and delaying gratification to reach personal goals.**

**Rationale** Extensive research has demonstrated that the ability to regulate one's own thoughts, emotions and behaviors are positively linked to increased social competence (Denham et al., 2003), emotional resiliency (Eisenberg, Guthrie, et al., 1997), cognitive achievement and successful employment (Shoda, Mischel, & Peake, 1990).

What is the great aim and object of their education? Is it to fit them for life and its duties, to qualify them to take an honorable position in the world, to do good, to benefit their fellow-beings, to gain eventually the reward of the righteous? If so, then the first lesson to be taught them is self-control; for no undisciplined, headstrong person can hope for success in this world or reward in the next (White, 1954).

Like a city whose walls are broken down is a man who lacks self-control, Proverbs 25:28 (New International Version, 1973)

**Procedural Guidelines** Teachers will use a variety of methods to daily teach the importance of self-regulation and delaying gratification to reach personal goals. Teachers should regularly and frequently have students set and review personal goals, and conduct formal and informal self-evaluation of their thoughts, emotions, behaviors and work products. Teachers should also regularly share stories of successful individuals who achieved goals through self-regulation, hard work and perseverance, and celebrate students who do the same. A primary focus of classroom management systems should be the development of self-control and self-assessment of behavior.

**Quality Control** 1. The Superintendent of Schools will meet regularly with each teacher to determine if that teacher is in compliance with the K-12 Board's expectations.

**Mechanisms** 2. The Superintendent of Schools will include questions on the parent survey designed to determine their perception of the extent to which their child is being taught to set goals and achieve them through self-regulation, hard work and perseverance.

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**References and Definitions** Denham, S. A., Blair, K. A., DeMulder, E., Levitas, J., Sawyer, K., Auerbach-Major, S., et al. (2003). Preschool emotional competence: Pathway to social competence? *Child Development*, 74(1), 238-256.  
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