Self-Regulation Strategies for Reading Writing & Math

By Anna Koett

By the end of this workshop you will have:

- **What**: An understanding of self-regulation as it applies to reading, writing, and math

- **Why:** A rationale for teaching self regulation strategies

- **How:** A framework for creating interventions to meet the specific needs of students

Hopefully by the end of this workshop you will have an idea of why strategy instruction and self regulation is important to teach and be able to use strategies to teach them.

Before we begin discussing self-regulation it is helpful to have a working definition as there are many words that have similar meanings and are often used interchangeably. Executive Function is a word that you hear a lot when you begin studying self-regulation. That is because executive function comes from a clinical model of research and self-regulation comes from an educational model.

Barkley in Wong & Butler, (2012)

If this was your friend asking this question you would need to use your executive function which means you would have to inhibit your response to say Heck No, and instead remember that she is lacking self-confidence and you want to help her gain it so instead you plan to say "it looks like you spent a lot of time on it".

Metacognition = Thinking About Thinking

Metacognition is the other word that is sometimes used synonymously with self-regulation. This short video clip is an example of metacognitive strategies and this teacher has taught his students a song to memorize their strategies. I don't know if all of the kids are thinking about their thinking in this song but they have definitely memorized some strategies for reading. Research by Montague has demonstrated that this teacher is on the right track because one of the first steps in teaching self-regulation strategies is memorizing the steps in the strategy.

www.youtube.com/watch?v=LNeQKk_1Bg8 (Hover your mouse over the picture and then click on the start button.)

Reid, Harris, Graham, and Rock in Wong & Butler, (2012)

Self-Regulation is the umbrella term used by people in education to cover both metacognition and executive functioning but it also addresses emotional, motivational, and behavioural monitoring.

Behaviour Regulation
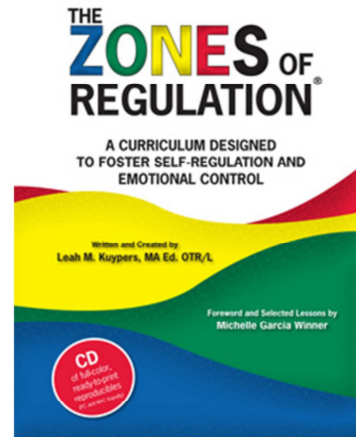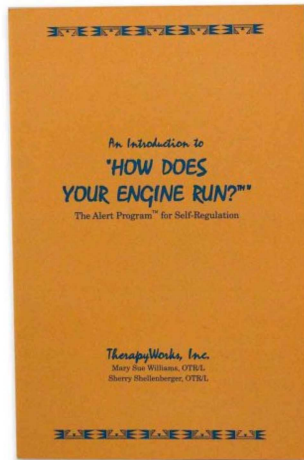
This is a quick disclaimer before we continue. Now we are all aware of the havoc that a lack of self-regulation can create with regards to baviour and social skills and many of us have used programs like How Does Your Engine Run? And The Zones of Regulation. These programs are great and do allow us to work with some very basic themes like self-awareness and emotional regulation in social situations. However this presentation will not be focussed on regulating behaviour in the social sense and instead will look at the skills required to regulate academic learning.

We all have students like Johnny.

Butler et al. in Butler & Schnellert, (2013)
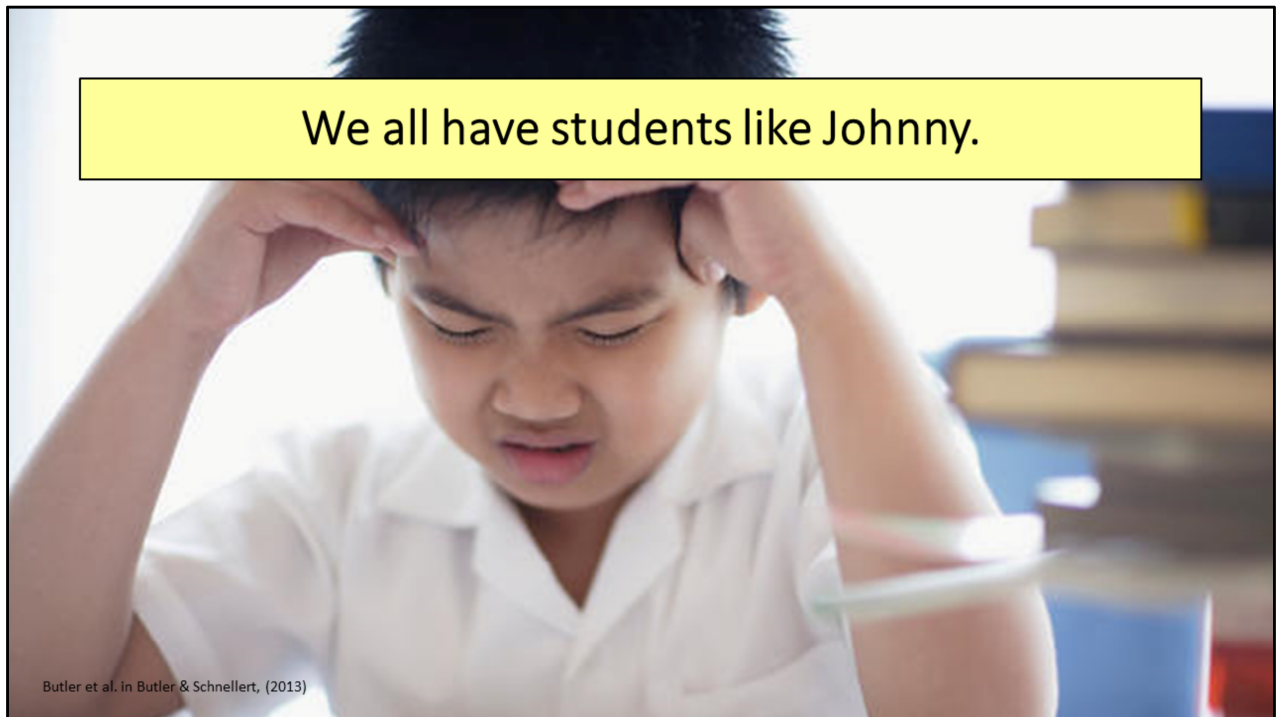
Johnny is a student with a Learning Disability and he is working on a project about Egypt. Johnny struggles with listening to a complete set of directions and often starts working without hearing them all. He forgets to raise his hand, calls out in class and when everyone is brainstorming what they know about Egypt he will raise his hand and ask how the teacher's weekend was. After the teacher has repeated the instructions to him he gets started on his project. Over the course of a week he takes many notes however they are on papers in his locker, his binder in his desk, and at home on the computer. He has also half completed a map but can't find it. When his teacher helps him gather his materials a quick look reveals that his notes are hard to read, missing references of where he got them, and only cover half of what he was supposed to research. Johnny represents 24% of our students with learning disabilities who care about doing well but have very inefficient strategies. Another 27% of our students with LD are actively disengaged and experience no feelings of competency or personal agency.(being in control of their learning)

Percentage of Students with LD or ADHD
Who Experience Academic Difficulties
Associated with Self-Regulation

No Academic Difficulties
20%

Academic
Difficulties
80%
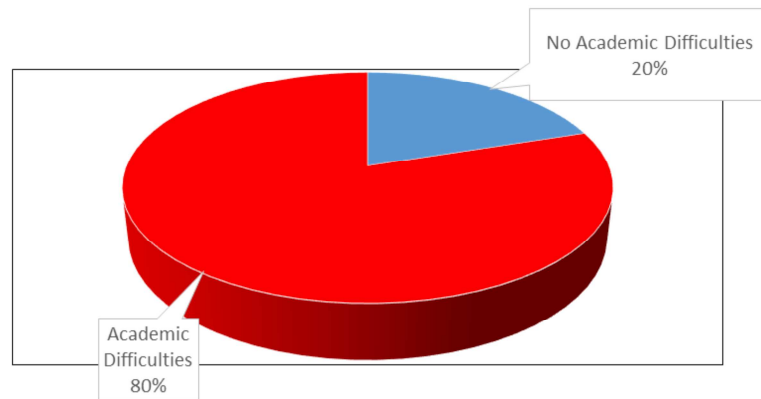
Barkley in Wong & Butler (2012)

Now that we have established what self regulated learning is lets look at why we should teach it. Even though our students like Johnny can have very diverse learning styles 80% of this group have one thing in common.
Academic difficulties that result from a lack of self-regulation.