

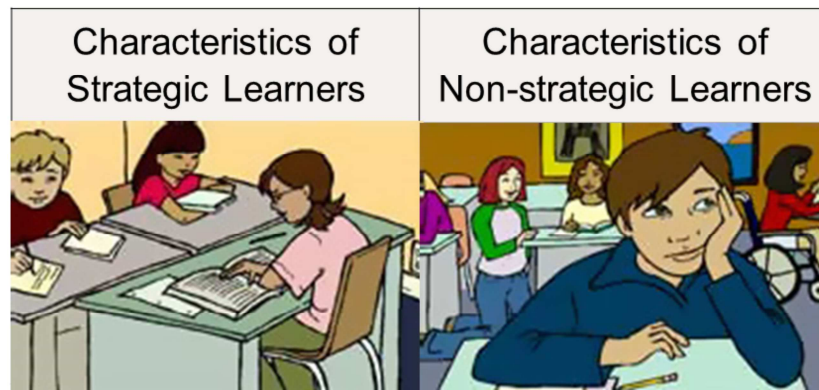
## Struggle with:

- Inhibition of behaviour
- Delay of gratification
- Persistence while engaged in activities requiring self regulation
- Producing the amount and quality of the work they are capable of
- Maintaining on task behaviours
- Following through when given instructions
- Planning and directing goal directed future oriented tasks

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

This is a list of the self-regulation characteristics which affect the learning of our students with Learning Disabilities and ADHD.

## Sorting Activity



(Iris Center for Training Enhancements)

So now that we are familiar with self regulation strategies we are going to talk about strategy instruction that can be taught to the whole class. Strategy instruction while also a form of self-regulation is often used as a Tier One and Tier Two intervention for reading writing and math. Before we look at strategies lets do an activity to identify the characteristics of a strategic learner. After they have completed the matching exercise discuss the difference between these two types of learner.

Strategic Learners	Non-strategic Learners
<ul style="list-style-type: none"> <li>• Construct self perceptions and beliefs about learning that energize and sustain their motivation.</li> <li>• Attribute their success to their actions</li> <li>• See themselves as competent learners and as agents of their own self determination</li> </ul> <p data-bbox="207 926 545 947"><small>Lenz, Ehren, &amp; Deschler in Butler, &amp; Schnellert ,(2013)</small></p>	<ul style="list-style-type: none"> <li>• Require direct teaching and support to learn how to approach tasks strategically</li> <li>• Require practice and reinforcement of strategic learning in order to develop self-efficacy and motivation.</li> </ul> <p data-bbox="829 915 1222 936"><small>Santangelo, Harris, and Graham, in Butler, &amp; Schnellert ,(2013)</small></p>

Current research by Butler and Schnellert sheds light on why our students with LD often are not strategic learners. This can in part be due to the fact that students with LD often have difficulty with basic skills like decoding, spelling, or basic math facts and because much of their remediation is based on these skills they either develop the understanding that the important thing about reading is decoding, the important thing about writing is spelling and the important thing about math is fluency with math facts. This understanding shapes their metacognitive knowledge about academic work. Also deficits in these skills can increase the cognitive load for these students making higher order thinking harder to access.

Ideal environments offer:  
choice, challenge, self evaluation, and collaboration with  
peers



From classroom-based research we know that children develop academically effective forms of SRL when they are engaged in complex meaningful tasks and have opportunities to: choose how to show and evaluate their own learning and work collaboratively with peers.

# Self: Monitoring, Instruction, Evaluation, Reinforcement, and Goal Setting



Bandura in Wong & Butler (2012)

There are five self-regulation procedures that have been very thoroughly researched and have been shown to be effective at aiding students develop self-regulation.

## 1) Self-Instruction



I know that when I shop I am constantly talking to myself about how many will be coming for dinner, who drinks milk and who drinks apple juice etc... The process of self talk is used by children to regulate and guide their behaviour and often requires modelling for students with LD. This sound video is Karen Harris explaining the importance of self-talk. (Click on speaker icon to play audio).

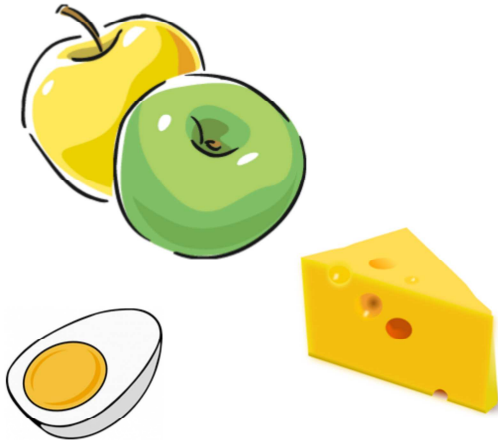


## 2) Goal Setting: specific, timely, achievable

Bandura in Wong & Butler (2012)

Research tells us that students who see progress towards a goal are more likely to sustain their efforts. Having the students graph their results for reading fluency or basic math facts is another place where a student can set a goal to reach a particular number.

### 3) Self-Monitoring



#### Lunch Choices

- Apple
- Hard Boiled Egg
- Cheese

Nelson & Hayes in Wong & Butler, (2012)

I started a diet recently and part of the instructions were to list all of the food that I eat every day. This is because research has demonstrated that just the act of monitoring ones behaviour can change the frequency of the occurrence or in my case the amount of chocolate that I eat. I have a little student in grade four who regularly asks for a sticky note to put check marks for the number of times he calls out. He has learned that just having the sticky note present is enough to change his behaviour. This type of change of behaviour due to self-monitoring is called reactivity. Research has shown that typically students with ADHD have had the best results combining self-monitoring with external reinforcement.





Even though I am trying to cut down, I do reward myself with chocolate or exercise breaks. In your handouts are a list of generic goals for students to choose from or have them create a list of things they like. I have a student who rewards his recorder practice with an equal amount of time playing Mind Craft.



Research has found that while all students benefit from strategy instruction, studies combining self-regulation strategies with strategy instruction had higher scores and performed significantly better at generalizing their knowledge to the classroom.