Developing Self-Regulated Learners

Self-Regulating Behaviors
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Why Study Self-regulating Behaviors?

- Developing students who are self-regulated learners (SRL) positively effects academics and behavior

- Self-regulation can be taught at any age

- Self-regulation reduces the need for teacher directed management at all time

- "Self-regulation allows students to guide their behaviors by constantly making necessary adjustments to accomplish desirable outcomes" (Larrviee, 2009, pg. 268)

- Skills like problem solving, reasoning, and decision making require self-regulation

Think about your students…

Is there at least one child with a behavior you are constantly monitoring?

- Ex: Jack is constantly shouting out answers

Then learning how to teach students to self-regulate their behavior would help you!

Why Study Self-regulating Behaviors?

- "Self-regulation is important because a major function of education is the development of lifelong learning skills. After graduation from high school or college, young adults must learn many important skills informally." (Zimmerman 66)

- "Students with behavioral and academic difficulties typically have limited awareness and understanding of their own behavior and its effects on others. Self-monitoring interventions equip students to recognize and keep track of their own behavior" (Hoff & DuPaul, 1998; Rhode, Morgan, & Young, 1983)

Benefits for Students

- Improves student responsibility

- Students experience more success throughout their day at school
  - Improves students self-esteem

- Teaching this skill can help all students
  - Students with disabilities and general education students

- Help students become intrinsically motivated

Benefits for Teachers

- Improves overall classroom management

- Reduce teacher influence on students behavior

- Can be a tier 2 behavior intervention
  - Tier 2 behavior intervention is an extra layer of behavior management that is needed for a child beyond the classroom universal behavior methods

- Works well for ADHD/ADD and LD students

- Makes students aware of their behavior
  - responsibility is removed from teacher and placed on student

Definition: Self-regulated learner

- "Self-regulation can be defined as the 'process whereby students activate and sustain cognitive behaviors, and affects which are systematically orientated toward attainment of their goals" (Schunk and Zimmerman, 1994, pg 309)

- "Self-regulated learning, therefore, encompass thoughts, feelings, and actions generated by the student and then monitored, and adapted by the student overtime in order to obtain learning goals". (Wong, 2004, pg.169)

- "Self-regulation allows students to guide their behaviors by constantly making necessary adjustments to accomplish desirable outcomes" (Larrivee, 2009, pg.268)

Parts of Self-regulation

- Self-monitoring

- Self-evaluation

- Self-instruction

- Goal setting

- Self-reinforcement

Self-monitoring

- Select specific behavior to change
    - specific, observable, appropriate

- Collect baseline data

- Get student to participate in changing the behavior

- Teach student how to correct behavior
    - Define it
    - Model it
    - Practice it

- Monitor student's independent performance

Self-monitoring

Self-evaluation

- Students use a chart to monitor their behaviors

- Review chart with teacher

- Students get points, tokens, or some type of reward for positive behavior

- Student see progress in behavior

Self-evaluation

COUNTDOWN – I CAN DO IT																			
I Raised My Hand ☺										Whoops, I Spoke Out ☹									
1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20	11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30	21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40	31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50	41	42	43	44	45	46	47	48	49	50

http://specialed.about.com

Self-instruction

- Also known as self talk

- Students say things to themselves to help with behavior

- Phrases such as:

Getting Started	Giving Reinforcement
Okay, I need to get started. What's the first thing I should do? The sooner I get started, the sooner I can be finished	I did it! Way to go! I worked hard and now I get to relax.
Coping with Difficulties	Staying on Task
This is hard, but I can do it. Calm down, breathe. Do I need to ask for help?	Am I doing what the teacher said? Was I paying attention? How am I doing on this task?

Goal setting

- Goals are important for the learners

- They give information on progress and are motivators

- Should be specific goals

- Able to complete in short term

Goal Setting

My Contract:

Name: _____

Date: _____

These are my goals:

1. _____

2. _____

3. _____

These are my consequences if I don't meet my goals:

_____

_____

_____

These are my rewards/reinforcers if I meet my goals:
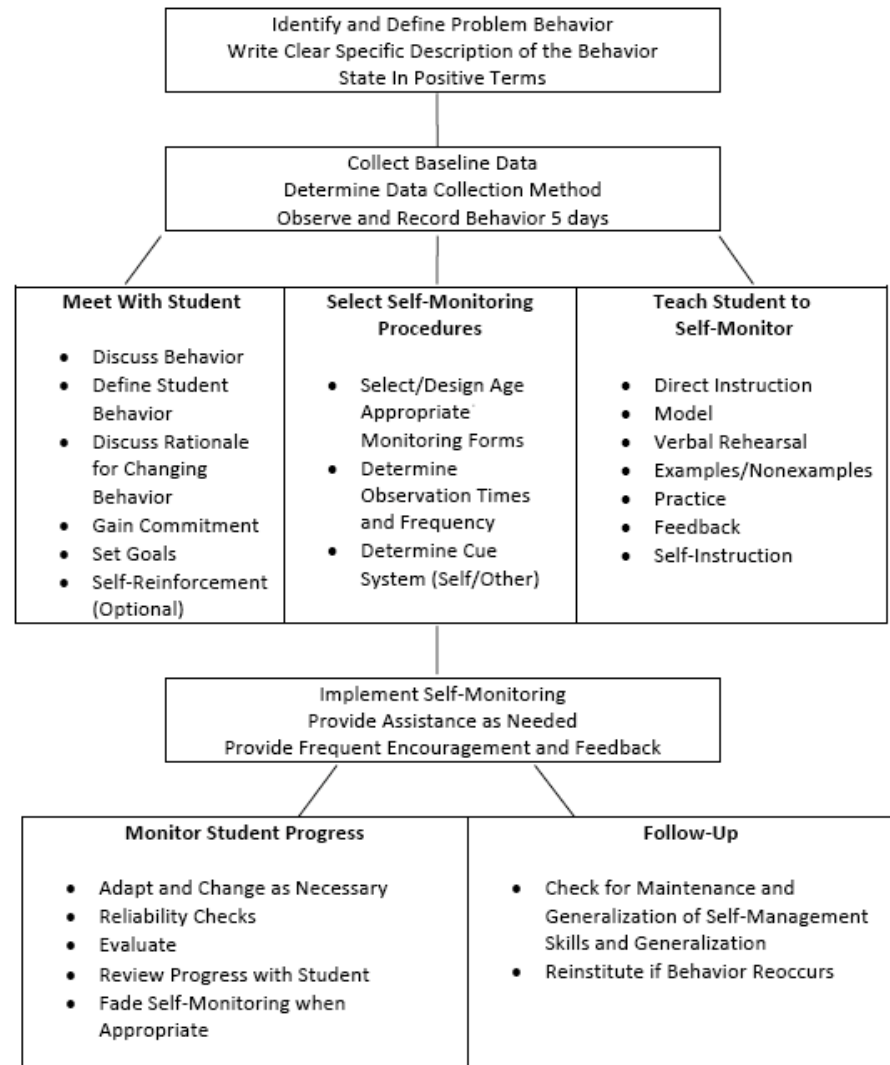
_____

_____

_____

My contract will be reviewed on_____

Signatures: _____

_____

_____

Self-reinforcement

- Student is eventually able to supply themselves their own reward

- Example:

"When I finish 5 problems I will give myself a break to listen to 1 song"

Steps for Teaching Students to Self-Monitor their Own Behavior

Identify and Define Problem Behavior
Write Clear Specific Description of the Behavior
State In Positive Terms

Collect Baseline Data
Determine Data Collection Method
Observe and Record Behavior 5 days

Meet With Student

- Discuss Behavior
- Define Student Behavior
- Discuss Rationale for Changing Behavior
- Gain Commitment
- Set Goals
- Self-Reinforcement (Optional)

Select Self-Monitoring Procedures

- Select/Design Age Appropriate Monitoring Forms
- Determine Observation Times and Frequency
- Determine Cue System (Self/Other)

Teach Student to Self-Monitor

- Direct Instruction
- Model
- Verbal Rehearsal
- Examples/Nonexamples
- Practice
- Feedback
- Self-Instruction

Implement Self-Monitoring
Provide Assistance as Needed
Provide Frequent Encouragement and Feedback

Monitor Student Progress

- Adapt and Change as Necessary
- Reliability Checks
- Evaluate
- Review Progress with Student
- Fade Self-Monitoring when Appropriate

Follow-Up

- Check for Maintenance and Generalization of Self-Management Skills and Generalization
- Reinstitute if Behavior Reoccurs

McConnell, M. E. Ph.D., (1997) Teaching Students to Self-Manage Their Own Behavior

When to use Self-regulation of behaviors

- **Who**: students who have the skills to do so, but can not improve behavior at current time
- **What**: use to create a change in the performance of a child of their behavior
- **Where**: in the location that you want the skills to be used
- **When**: for frequent behaviors that the student can't seem to control
- **Why**: to help the child manage behaviors on their own

Statistics:

- Research shows that students who are able to self-regulate behaviors…
  - Also self-regulate in terms of academics

  - Have improved academic skills

  - "These learners monitor their behavior in terms of their goals and self-reflect on their increasing effectiveness. This enhances their self-satisfaction and motivation to continue to improve their methods of learning". (Zimmerman, 66)

Statistics (cont.)

- "Research on the quality and quantity of students' use of self-regulatory processes has revealed high correlations with academic achievement track placement as well as with performance on standardized test scores" (Zimmerman & Martinez-Pons, 1986, pg. 69)

- "Recent research shows that self-regulatory processes are teachable and can lead to increases in students' motivation and achievement" (Schunk & Zimmerman, 1998, pg.69)

Statistics (cont.)

Study on Self-regulated Learners:

- Study published in the School Psychology Review
- Study done on 3 students students with ADHD or ODD

- "The data reveal that students decreased their level of disruptive behavior in both the classroom and recess environment closer to the level of their classroom peers and maintained these results in the absence of teacher feedback (self-management)"
  - Hoff, K. E., et. al., Reducing disruptive behavior in general education classrooms: the use of self-management strategies. The School Psychology Review v. 27 no. 2 (1998) p. 290-303

- The following slide gives data of "Bobby" from this study and the graph shows baseline disruptive behaviors and disruptive behaviors after self-monitoring
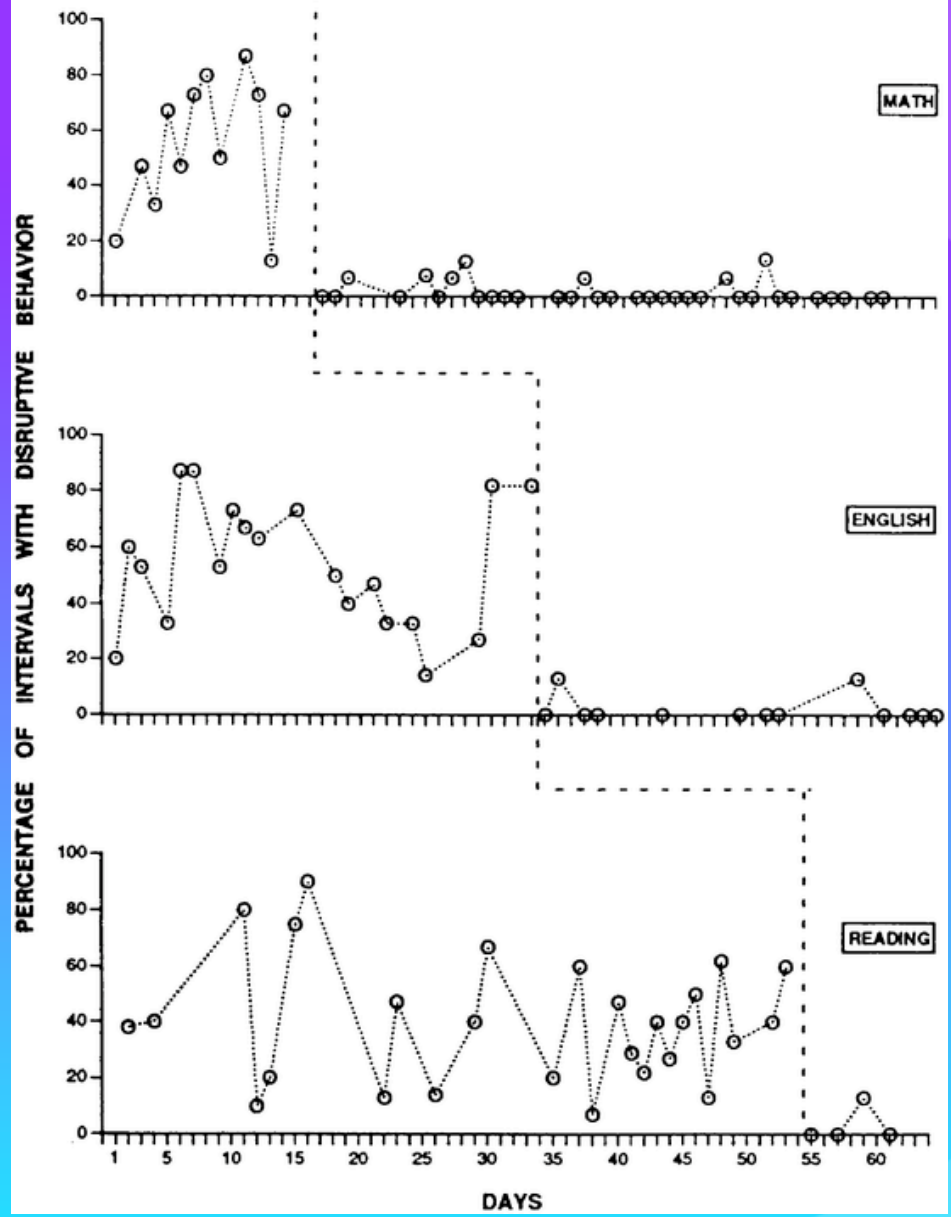
What this means for your classroom

- Less time dealing with regulating student's behaviors for them

- Students regulate their own behaviors and are aware of their actions

- Students who are motivated to behave better

- Increase in student responsibility

- Students are made aware of their behaviors

- Decrease in disruptive behaviors

Self-Regulation in Kindergarten

- "Self-regulation is a deep, internal mechanism that enables children as well as adults to engage in mindful, intentional, and thoughtful behaviors. Self-regulation has two sides: first, it involves the ability to control one's impulses and to **stop** doing something, if needed—for example, a child can resist his immediate inclination to blurt out the answer when the teacher poses a question to another child. Second, self-regulation involves the capacity to **do** something (even if one doesn't want to do it) because it is needed, such as awaiting one's turn or raising one's hand. Self-regulated children can delay gratification and suppress their immediate impulses enough to think ahead to the possible consequences of their action or to consider alternative actions that would be more appropriate. While most children **know** that they are supposed to "use their words" instead of fighting, only children who have acquired a level of self-regulation are actually able to **use** them".

Bodrova, E. & Leong, D.J. (2008, March). Developing self-regulation in Kindergarten: Can we keep all the crickets in the basket? *Young Children on the Web, 63*. Retrieved from http://www.naeyc.org/yc/pastissues/2008/march

Steps to Start Tomorrow!

If you want to start with the idea of self-regulating behaviors tomorrow here are the steps to follow:

1. Select 1 student that has disruptive behavior that is observable and frequent that you would like to change.

Steps to Start Tomorrow!

2. Answer the following questions about the student and the behavior…

- Is the student able to control the problem behavior?

- Are the problem behavior and the desired behavior easy to observe?

- Does the child have the necessary skills to perform the task?

- Does the problem occur frequently enough during a given time period? (a day, a class period, a 20 minute interval etc)

3. If you answered **YES** to all of the questions then you student is good candidate for self-monitoring

Steps to Start Tomorrow!

4. Collect baseline data of behavior

- Duration- can be used for how long something happens
  - Ex: how long a tantrum lasts

- Frequency- how many times something happens
  - Ex: getting out of their seat

- Given Interval- using a timer with a set time to evaluate behavior
  - Ex: every 5 minutes the times goes off is student A on task

Example of a Data Collection Sheet

Measuring Behavior in Intervals		
Time:	On-Task	Off-Task
8:15		
8:20		
8:25		
8:30		
8:35		
8:40		
8:45		
8:50		
8:55		
9:00		
9:05		
9:10		
9:15		
Total:		

Measuring Behavior by Frequency					
Time	Mon	Tues	Wed	Thurs	Fri
8-9					
9-10					
10-11					
11-12 lunch					
12-1					
1-2					
2-3					

Place a tally in the correct box each time the disruptive behavior occurs

Example of a Data Collection Sheet

http://schools.nyc.gov/Offices/District75/
Departments/PBS/pbs_forms

- See this site for more variations on different behavior charting tools

- Charts can be immediately downloaded and saved as PDF and word files they are arranged according to types of charts

Steps to Start Tomorrow!

5. Obtain the student's cooperation

- Have a meeting with the student

- Explain disruptive behavior

- Explain why it is a problem

- Ask them if they want to fix it
  - If they don't want to fix it self monitoring will not be effective
  - State it as: **Positive behavior** means **positive consequence**
  - Ex: Staying on task in class means less homework you have to do at night

- If student wants to participate move on to step 6

Steps to Start Tomorrow!

6. Teach Procedures

- Students A is unaware of behavior
  - Explain disruptive behavior and desired behavior descriptively
    - REMEMBER!
    - Student A may not even be aware of his behavior and the effects it has on others
  - Model desired behavior
  - Have student practice desired behavior

- Student B is aware of behavior
  - Explain disruptive behavior and desired behavior and why it is a problem
  - Model desired behavior
  - Have student practice desired behavior

*Same steps for each type of student

Steps to Start Tomorrow!

7. Monitor Behavior

- You can monitor the behavior as the teacher

          Or

- You can practice with the student to have them self monitor the behavior

*this is the desired goal

Steps to Start Tomorrow!

8. Reward Student for Progress

- Remember to make initial goals small so student feels success in progress

- Reward student in agreed upon ways for their progress
  - Positive praise
  - Tokens
  - Points
  - Rewards
  - Etc.

- Start teaching student to give themselves a reward
  - See section on self-reinforcement

Steps to Start Tomorrow!

- **Start small and start tomorrow!**
  - You don't have to start with every child and every behavior
  - Just pick 1 child and 1 behavior
  - As you get used to the process you can start doing this will all students that need it and building upon behaviors

- **You don't have to be an expert and know everything to start.**
  - Start with this information and see additional resources for more information on self-regulating behaviors

- **Start with the basics and research for further info if necessary**

Summary:

- Self-regulation is the process of teaching students to be aware of their behaviors

- Self-regulation can increase academics and behavior improvements

- SRL is a classroom management technique that reduces teacher responsibility of students behaviors and puts the responsibility on the student

- As an adults we have to regulate our own behaviors daily.

How do we learn to self-regulate?
When should students begin learning this?
What happens as an adult of you don't self-regulate?

Additional Resources: Books

Handbook of self-regulation: research, theory, and applications

Baumeister, R.F., & Vohs, K.D. (Eds.). (2004). *Handbook of self-regulation: Research, theory, and*

   applications. New York, NY: Guilford Publications, Inc.

Authentic Classroom Management: Creating a Learning Community and Building
     Reflective Practices

Larrivee, B. (2009) *Authentic classroom management: Creating a learning community and building*

   reflective practices. NJ: Pearson Education, Inc.

Handbook of Developmental Disabilities

Odom, S.L., Horner, R.H., & Martha, S.E. (2007) *Handbook of developmental disabilities.* NewYork,

   NY: Gulford Press

Additional Resources: Books

Elementary Classroom Management: Lessons From Research and Practice

Weinstein, C.S., Mignano, A. J. (2007). *Elementary classroom management: Lessons from*

research and practice (4th ed.). New York, NY: McGraw-Hill

Learning about Learning Disabilities

Wong, Y.L. (2004). Learning about learning disabilities. (3rd ed.) San Diego, CA: Elsevier

Academic Press

Self-regulated learning: from teaching to self-reflective practice

Zimmerman, B. J., & Schunk, D. H. (Eds.). (1998). *Self-regulated learning: From teaching to self-*

reflective practice. New York, NY: Guilford Publications, Inc.

Additional Resources: Journals

Dunlap, G., Clarke, S., Jackson, M., Wright, S., Ramos, E., & Brinson, S. (1995). Self-monitoring of classroom behaviors with students exhibiting emotional and behavioral challenges. *School Psychology Quarterly, 10*(2), 165-165-177. doi:10.1037/h0088302

Hoff, K. E., & DuPaul, G. J. (1998). Reducing disruptive behavior in general education classrooms: The use of self-management strategies. *School Psychology Review, 27*(2), 290-290-303. Retrieved from http://ezproxy.msu.edu/login?url=http://search.proquest.com/docview/62379744?accountid=12598

Kitsantas, A., Reiser, R. A., & Doster, J. (2004). Developing self-regulated learners: Goal setting, self-evaluation, and organizational signals during acquisition of procedural skills. *The Journal of Experimental Education, 72*(4), 269-269-287. Retrieved from http://ezproxy.msu.edu/login?url=http://search.proquest.com/docview/21768925?accountid=12598

Additional Resources: Journals

Paris, S. G., & Paris, A. H. (2001). Classroom applications of research on self-regulated learning. *Educational Psychologist, 36*(2), 89-89-101. doi:10.1207/S15326985EP3602_4

VanLeuvan, P., & Wang, M. C. (1997). An analysis of students' self-monitoring in first- and second-grade classrooms. *The Journal of Educational Research, 90*(3), 132-132. Retrieved from http://ezproxy.msu.edu/login?url=http://proquest.com/docview/204194635?accountid=12598

Zimmerman, B. J. (2002). Becoming a self-regulated learner: An overview. *Theory into Practice, 41*(2), 64-64, 72. Retrieved from http://ezproxy.msu.edu/login?url=http://search.proquest.com/docview/62211872?accountid=12598

Additional Resources: Web Sites

http://www.gifted.uconn.edu/siegle/SelfRegulation/section0.html

http://www.slc.sevier.org/selfmgt.htm

http://ici.umn.edu/products/impact/182/over6.html

http://www.behavioradvisor.com/SelfMonitoring.html

http://specialed.about.com/cs/behaviordisorders/a/behaviorcontrac.htm

*This link gives behavior charts for self monitoring in a bunch of different formats! Don't reinvent the wheel look here for premade forms first.

www.naeyc.org/files/yc/file/200803/BTJ_Primary_Interest.pdf

http://www.selfregulatedlearning.blogspot.com/

Additional Resources: National Groups

Council for Exceptional Children (CEC)

2900 Crystal Drive, Suite 1000

Arlington, VA 22202-3557

Toll-free: 866/509-0218

Local: 703/620-3660

TTY: 866/915-5000

FAX: 703/264-9494

E-mail: service@cec.sped.org

www.cec.sped.org

http://www.cec.sped.org/ScriptContent/Custom/miniSearch/searchResults.cfm?q=self+monitoring

National Association for Educating Young Children (NAEYC)

1313 L St. NW, Suite 500

Washington, D.C. 20005

Local: (202) 232-8777

Tool-Free: (800) 424-2460

E-mail: webmaster@naeyc.org

www.naeyc.org

Additional Resources: National Groups

IRIS Peabody Initiative

Peabody College Box 275

Vanderbilt University

Nashville, TN 37203

Local: (615) 343-6006

Toll-free: (800) 831-6134

Fax: (615) 343-5611

E-mail: iris@vanderbilt.edu

http://iris.peabody.vanderbilt.edu/sr/chalcycle.htm

Final Thoughts!

http://www.youtube.com/watch?v=Xay8jR8z_hY&feature=related