

SOS: HELPING STUDENTS BECOME INDEPENDENT LEARNERS**CHALLENGE**

- **Media:** Ms. Torri has always enjoyed working to help all her students achieve their ultimate potential, but for two of them, Alexandra and Zack, she just can't seem to find the right approach (movie)

INITIAL THOUGHTS

- Why do you suppose Zach and Alexandra can't stay on task and are so easily distracted?
- What might Ms. Torri consider to help her students stay on task and also to help her regain some lost instructional time?
- What techniques will help Alexandra and Zach become independent learners, and how can they gain those skills?

PERSPECTIVES AND RESOURCES

- Module Objectives (box)
 - After completing the entire Perspectives and Resources section and reviewing the accompanying activities, the learner should:
 - Understand self-regulation techniques
 - Know when and where it is appropriate to use self-regulation strategies
 - Be able to list and describe four major types of self-regulation strategies
 - Be able to describe the steps used to implement each of these self-regulation strategies

▶ Page 1: Self-Directed Versus Teacher-Directed Strategies

- Self-Directed Strategies (box, definition)
- Teacher-Directed Strategies (box, definition)
 - Self-directed/ Teacher-directed Steps (table)
- A middle-school social studies teacher has a student named Bob who does not consistently bring his textbook and other materials to class (table)
- Benefits of Self-Directed Behavior Strategies
- Benefits for Students (box with bulleted list)

▶ Page 2: Self-Regulation

- Benefits for Students (box with bulleted list)
- Benefits for Teachers (box with bulleted list)
- Benefits for Students with Disabilities (box with bulleted list)
- **Media:** Tom Lovitt, Professor Emeritus from the University of Washington and a pioneer in the field, reflects on his work (audio)
- The teachers's role (bulleted list)

- Four major types of self-regulation strategies (bulleted list)

🔗 Page 3: Guidelines for Use: Who, What, When, Where, and Why?

- The 5 W's (box)
- Questions for teachers to ask to determine if self-regulation is appropriate (numbered list)
- Sample Scenarios
 - John (box)
 - Sam (box)
- **Activity:** (box with link)
 - *Link:* Answers

🔗 Page 4: Self-Monitoring

- Benefits for All Students (box with bulleted list)
- Benefits for Students with Disabilities (bulleted list)
- Self-Monitoring of Attention (box)
- Self-Monitoring of Performance (box)
- Steps in Self-monitoring (box with links)
 - *Link:* Select a behavior to self-monitor
 - SOAP
 - FYI (box)
 - *Link:* Collect baseline data
 - Duration and frequency
 - Keep in Mind (box)
 - *Link:* Obtain willing cooperation
 - *Link:* Teach the procedures
 - Steps for the teacher to follow (bulleted list)
 - FYI (box)
 - *Link:* Monitor independent performance
- **Media:** Ms. Torri implements SMA with Alexandra (movie)
- **Activity:** SMP with Zach (box with links)
 - *Link:* Step 1
 - *Link:* Step 2
 - *Link:* Step 3
 - *Link:* Step 4

🔗 Page 5: Self-Instruction

- **Media:** Dr. Robert Reid explains why a teacher would want to teach students to use self-instruction (audio)
- The Advantages of Self-Instruction (bulleted list)
- Types of Self-Instruction (box)
 - **Media:** Example of defining the problem
 - **Media:** Example of generating plans to maintain focus
 - **Media:** Example of applying a strategy for the order of operations
 - **Media:** Example of self-evaluation
 - **Media:** Example of coping with a difficult problem or situation
 - **Media:** Example of self-reinforcement for a job well done
- **Media:** Karen Harris discusses self-instruction for children with and without learning difficulties (audio)

- **Media:** Dr. Harris tells a story about a young student with learning difficulties in her study who used self-instruction to calm himself down and remain motivated to complete a frustrating task (audio)
- Self-Instruction Steps (box)
 - o *Link:* Discuss the importance of what we say to ourselves
 - Ms. Torri helps Zach with his assignment (box)
 - o *Link:* Develop appropriate self-statements
 - Keep in Mind (box with bulleted list)
 - Four areas of self-instruction (box)
 - Getting started (box)
 - Staying on task (box)
 - Coping with difficulties (box)
 - Giving reinforcement (box)
 - o *Link:* Model and discuss how and when to use self-statements
 - Ms. Torri models self-instruction for Zach (box)
 - o *Link:* Practice the use of self-statements
 - Students help selected the behavior to be modified (box)
 - Keep in Mind (box)
- Keep in Mind (box): successfully using self-instruction
- **Activity:** Using self-instruction (box with numbered list and links)
 - o *Link:* Self-instructions for the careless worker.
 - o *Link:* Self-instructions for the frustrated reader.
 - o *Link:* Self-instructions to improve negative self-talk
 - o *Link:* Self-instructions to improve self-communication

Page 6: Goal-Setting

- Benefits for Teachers & Students (box with bulleted list)
- Steps for improving Zach's math performance (arrowed list)
 - o Choose an appropriate goal
 - o Determine a timeline
 - o Establish progress monitoring
- "If you aim for nothing, you will hit it every time" (box)

Page 7: Self-Reinforcement

- Benefits for Students (box with bulleted list)
- Steps for Self-reinforcement (arrowed list)
 - o Set a goal for receiving rewards
 - o Select a reinforcer
 - o Determine student evaluation procedures
 - o Administer the reinforcer
- FYI (box)
 - o Tangible (bulleted list)
 - o Social (bulleted list)
 - o Activity (bulleted list)

Page 8: Multiplying Success

- **Media:** Tips for using self-regulation strategies (movie)
- Movie summary (bulleted list)
- Student Outcomes
 - o **Media:** Torri Lienemann discusses how self-regulation has improved learning outcomes for one of her students (audio)
 - o **Media:** Sabre discusses how these strategies helped him write better stories (audio)
- Self-regulation life management skills (bulleted list)
- **Media:** Sabre’s Mom discusses how self-regulation strategies have impacted other areas of his life (audio)
- **Media:** Karen Harris discusses how “The Little Professor” transferred the strategies he learned in the classroom to a novel situation (audio)

Page 9: References, Additional Resources, and Information

- References
- Additional Resources and Information

CREDITS

- Content Experts
- Module Developers
- Module Production Team
- Module Production Support Team
- Media Production Team
- Media
- Expert Interviews

ASSESSMENT

- “Please complete the items below” (numbered questions)

WRAP UP

- **Media:** Summary about the self-regulation strategies presented in this module (movie)
- Reflections on Initial Thoughts (box)