

Developing Self-Regulated Readers

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SD 43: Changing Results for Adolescent Readers Learning Team

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Agenda

- What are our goals in supporting self-regulation?



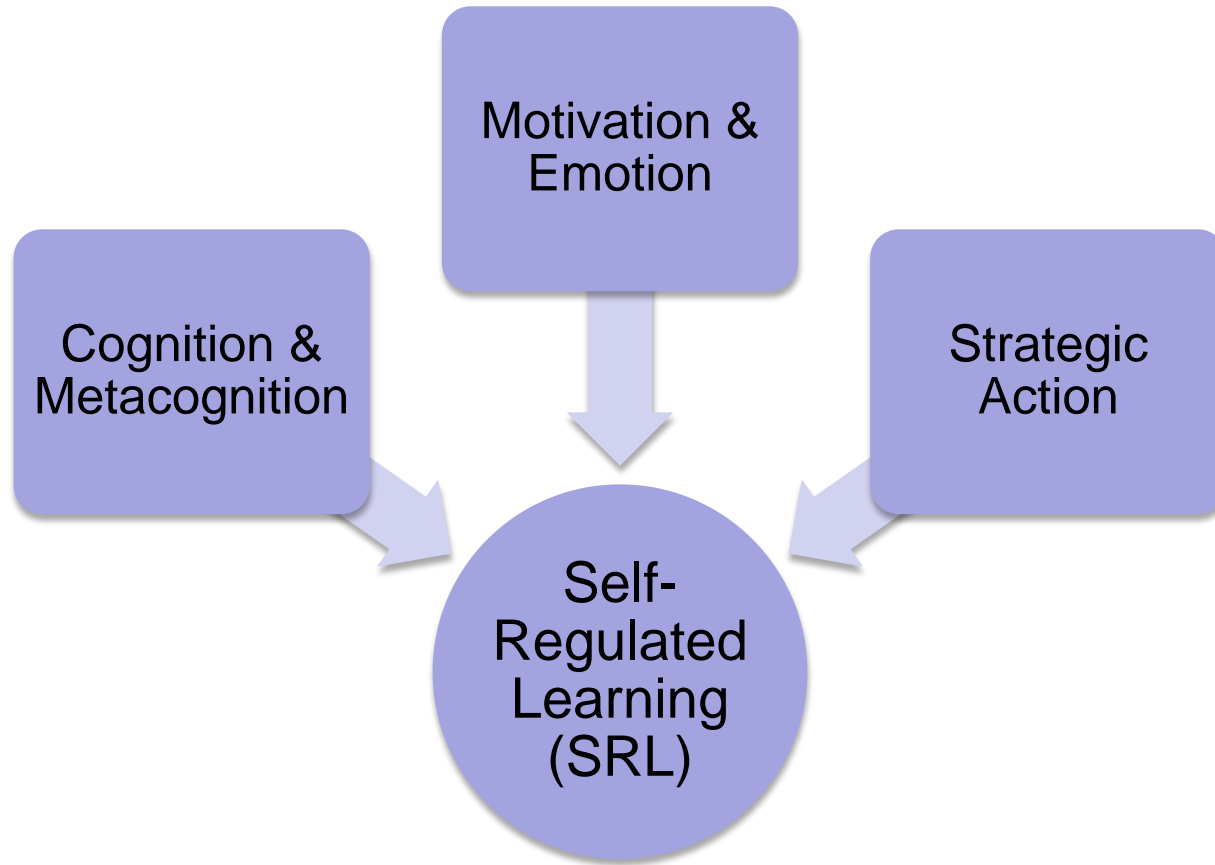
- How can we support adolescents' active, self-regulated reading?



What are our goals in supporting self-regulation?



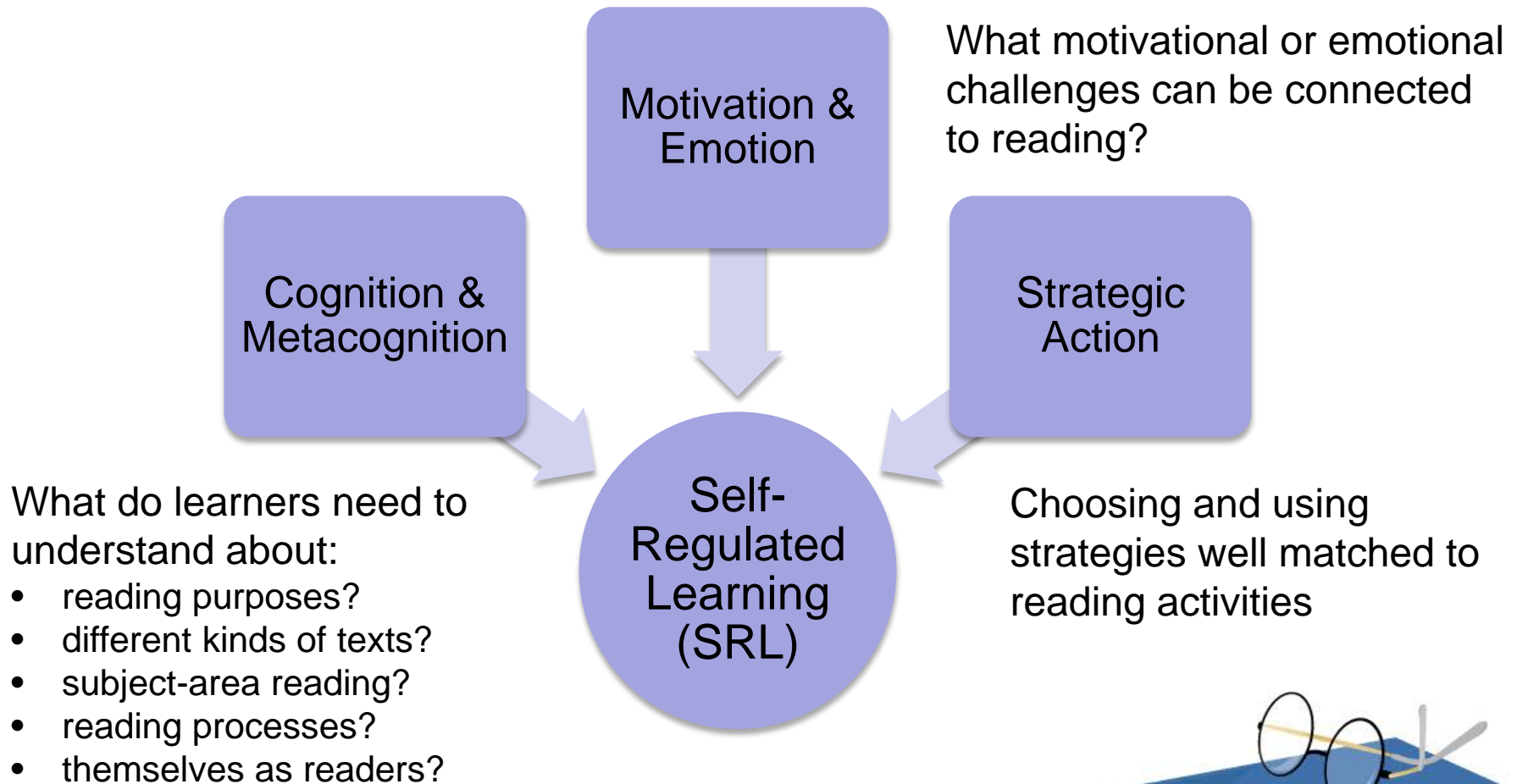
What is Self-Regulated *Learning*?



Self-Regulated Learning (SRL) reflects independent, academically effective approaches to learning.



Applied to *Reading*?



Putting it All Together: Self-Regulated Reading in Classroom Contexts



Activity in Context

Emotions & Motivation

Interpreting Demands & Defining Criteria

Adjusting

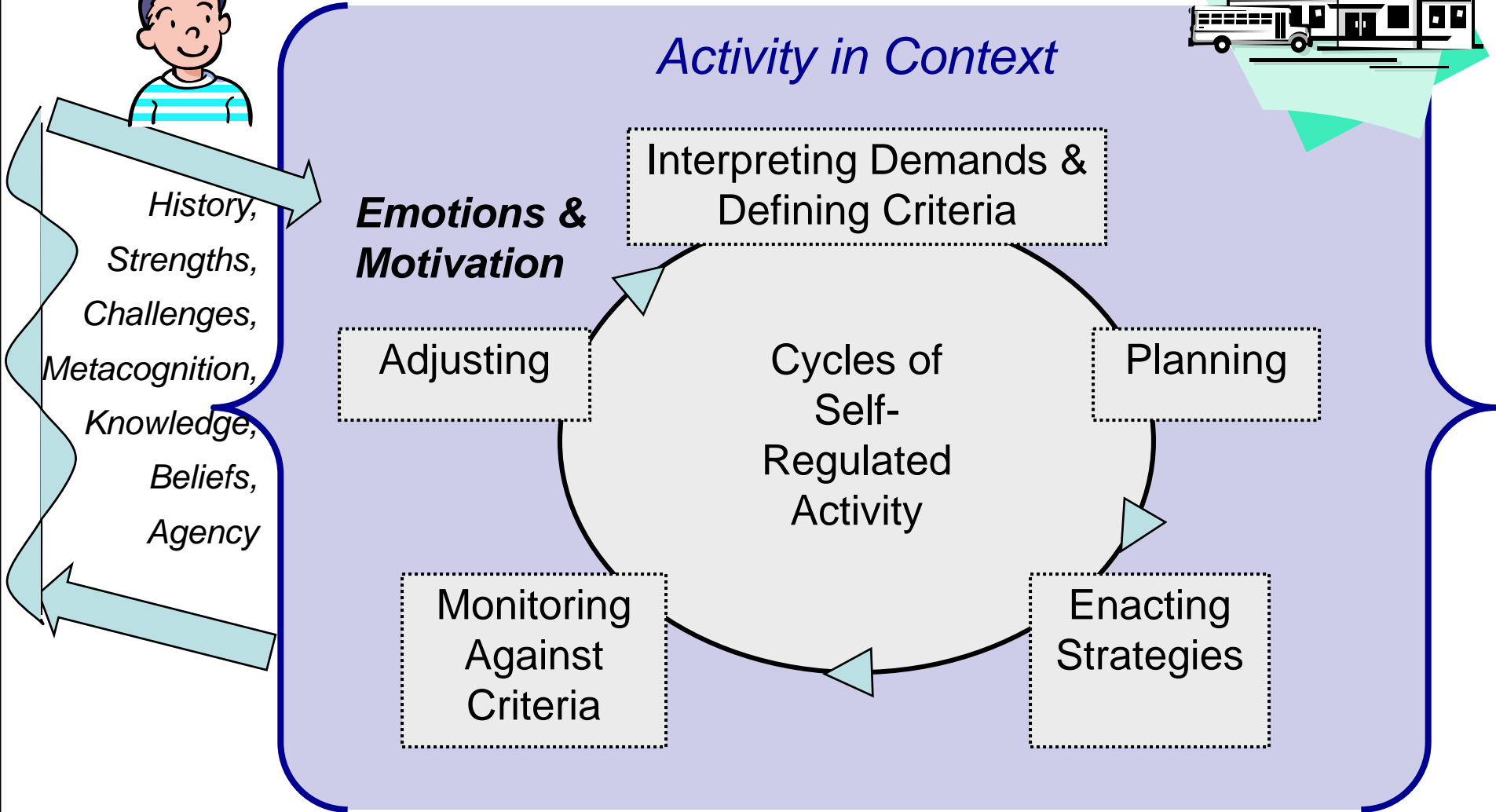
Cycles of Self-Regulated Activity

Planning

Monitoring Against Criteria

Enacting Strategies

History,
Strengths,
Challenges,
Metacognition,
Knowledge,
Beliefs,
Agency



Empowering Strategic Learners

□ If students are to take “control” over learning they have to be clear on what they are supposed to be doing

□ They need to learn how to:

- Actively interpret and articulate expectations
- Actively and reflectively self-direct learning with goals/criteria in mind
- Self-monitor the success of their efforts and adjust performance accordingly



Challenges in Strategic Action

	% of students	Areas of Difficulty	% of students
Interpreting Tasks	76%	<ul style="list-style-type: none">• Describing task demands• Interpreting assignments	59% 27%
Strategy Use	76%	<ul style="list-style-type: none">• Strategy description• Aware of problems, but not solutions• Implementing strategies	71% 39% 8%
Monitoring	49%	<ul style="list-style-type: none">• Problems defining monitoring criteria• Little evidence of monitoring	48% 10%

Based on 100 case studies of post-secondary learners (Butler, 2003)



What can we support
adolescents' active, self-
regulated reading?

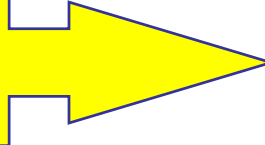


From Learning Strategies to Strategic Learning: The Strategic Content Learning (SCL) Approach

Research & Theory



Practice



SCL Instructional Principles: General Guidelines



Integrate instruction about learning processes with content area instruction

Support students to approach tasks *strategically*

- Interpret tasks & define task criteria
- Identify and articulate strategies
- Self-evaluate and monitor outcomes
- Revise strategies as required

Support students to construct knowledge and beliefs through cycles of self-regulation

- by actively drawing on resources
- by building from what they know
- by linking to rich experiences

Misconceptions About Tasks: The Case of Phil

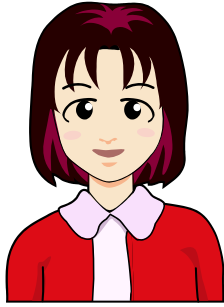


- Phil was first year SFU student diagnosed with Aspergers syndrome, studying in biology
- Had been very successful in high school but was receiving C' s and D' s on exams
- Main problem was in “task interpretation” & defining criteria for judging successful learning
- Outcome? A' s and B' s on subsequent tests

Butler, 1992

SCL Support Strategies

Case Study Example: Jennifer



Perceptions of writing ability

“unorganized, choppy would be the best way to describe it”

Ineffective strategies

“I write down my point and in the end I have a mess”.

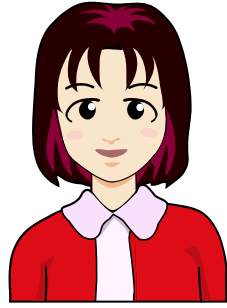
Frustration/giving up

“I had to write a researched 500 word ... essay [for a scholarship application]. I couldn't organize it at all. I couldn't get any organization flow going. I kept jumping from point to point. So I got frustrated with it and didn't apply.”

(Butler, 1995)



Jennifer's Challenges?



Example of Jen's problem taking ownership of a strategy she had been taught for writing papers

Outline

- I. Introduction
 - A. point 1
 - B. point 2
- II. First topic
 - A. supporting details
 - B. supporting details
- III. Second topic
 - A. supporting details
 - B. supporting details
- IV. Conclusion

Had be taught
“outlining” but didn't
like or understand it

Developed a strategy of
making “plans”

(Butler, 1995)



Benefits of Supporting Jennifer's Self-Regulated Writing?



Writing improved (B's and A's on assignments)

Developed personalized strategies (her "plans")

Transfer of strategic action

"I'm so concentrating on flow, I can pick up on other people's flow now. So like, you know, the teacher's going on, I no longer write down like, scribbling madly about every single point he makes, but I can almost summarize ... my note-taking is better now."

Self-perceptions of writing ability

"And then just the marks are a lot different. That, I feel like, you know, like, when you're walking around the class and we're getting our essays back, my marks are average or above average. So I feel better about it. Like, I don't feel like I'm such a dunce."

(Butler, 1995)

Intermediate Teachers Working to Co-Construct Practices (Spring 2002)

Large Group (Whole Class) Instruction

- Tracing novel characters' journey on a map of BC, the Yukon, and Alaska
- Writing a letter to convince someone not to cancel a favourite TV show
- Writing a summary of a story
- Writing poems of different types
- Judging the quality of a valedictory speech they had written
- Proofreading stories they had written
- Learning to multiply and divide fractions and mixed numerals
- Interpreting math problems to see what they are really asking
- Learning about geometry concepts: different kinds of triangles
- Science project: Building a car that moves using concepts about simple machines
- Social studies lesson: reading and pulling main ideas out of a text
- Learning to fill out deposit slips (Business Education)

Small Group Instruction

- Reading information sheet on Egyptian Gods in order to answer questions
- Writing a letter
- Writing summaries
- Converting mm to cm to m to km
- Working with percentages
- Solving math equations ($x + 7 = 14$; $24 - g = 19$)



Strategic Questioning to Foster SRL

Interpreting Tasks

- What is your job?
- What do you need to do here?
- How will you know if you've done a good job?

Choosing and Using Strategies

- How will you approach this task (given what you are trying to do)?
- What strategies have worked for you before?
- What are you doing here that you can do again and again and again?

Self-Monitoring/Adjusting

- How are you doing? How do you know?
- What criteria are you using here to judge your work?
- What can you do differently to solve that problem?



Promoting the Full Cycle of SRL: Reading and Writing Free Verse Poems

Goals taken up in a Grade 5/6 classroom across a series of lessons, were to:

Promote students' development of knowledge about Indigenous experiences (through reading stories and poems)

Support students to learn how to interpret poetry and express their own emotions and ideas in free verse poems

Foster empathy

Develop students' self-regulated approaches to reading and writing

Create students' sense of belonging in a learning community

Connect with an at-risk learner's experiences



Class Profile

Schnellert & Widdess (2002)

Class Composition

- One student diagnosed with Asperger's Syndrome
- One at-risk First Nations Student
- Five other students with IEPs
- 22 ESL students
 - 5 level 1
 - 2-3 level 2



Time of Year (Spring)

Class Needs

- First Nations Theme (links to Social Studies, Language Arts, Art, CAPP)
- Community building
- Writing skill development transfer between units



Lessons Supported Students to ...

Interpret Tasks: What makes a good free verse poem?

- ✧ Class reads examples
- ✧ They generate criteria based on different samples

Generate content

- ✧ Based on reading of poems and stories
- ✧ Based on criteria for a good poem



Read and write strategically

- ✧ Generate and build from criteria
- ✧ Try, articulate, try, refine strategies over time
- ✧ Self-monitor progress and self-assess

Part One

Learning about poetry by reading and writing
free verse poems



Example:
Identifying
qualities of a
good free verse
poem, while also
"learning"
through reading



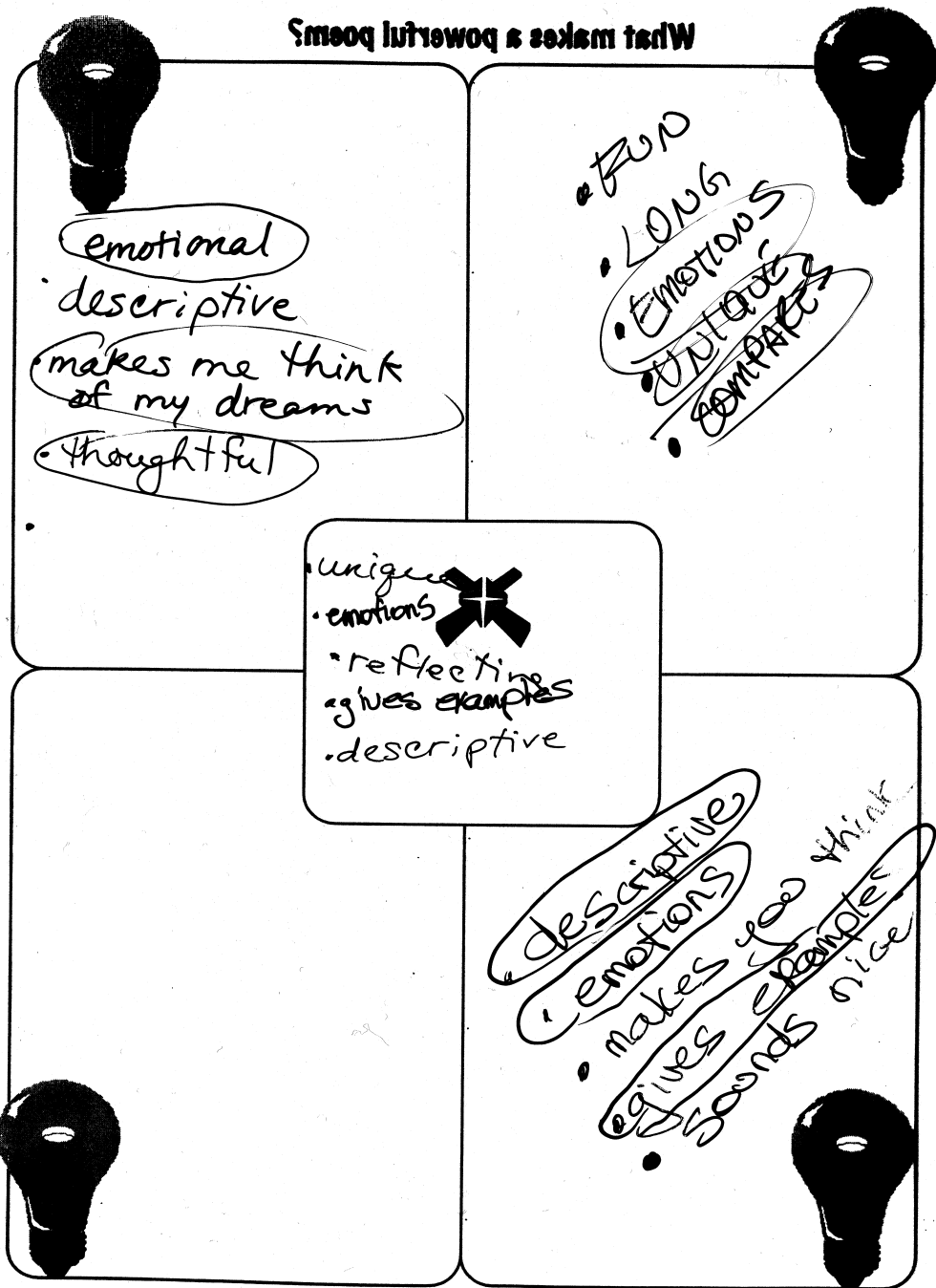
MY GRANDMA

My grandma is like the tree of knowledge.
Her stories are as old as the mountains
Her words are like the morning dew
on the grass.
Her dreams are as smooth
as an eagle gliding in the wind.
My grandma's food is as good
as the finest restaurant in the world, but
when she is angry
her voice is like thunder,
her eyes are like fire,
her tongue lashes out like a dragon.
I'm proud that she is my grandma.

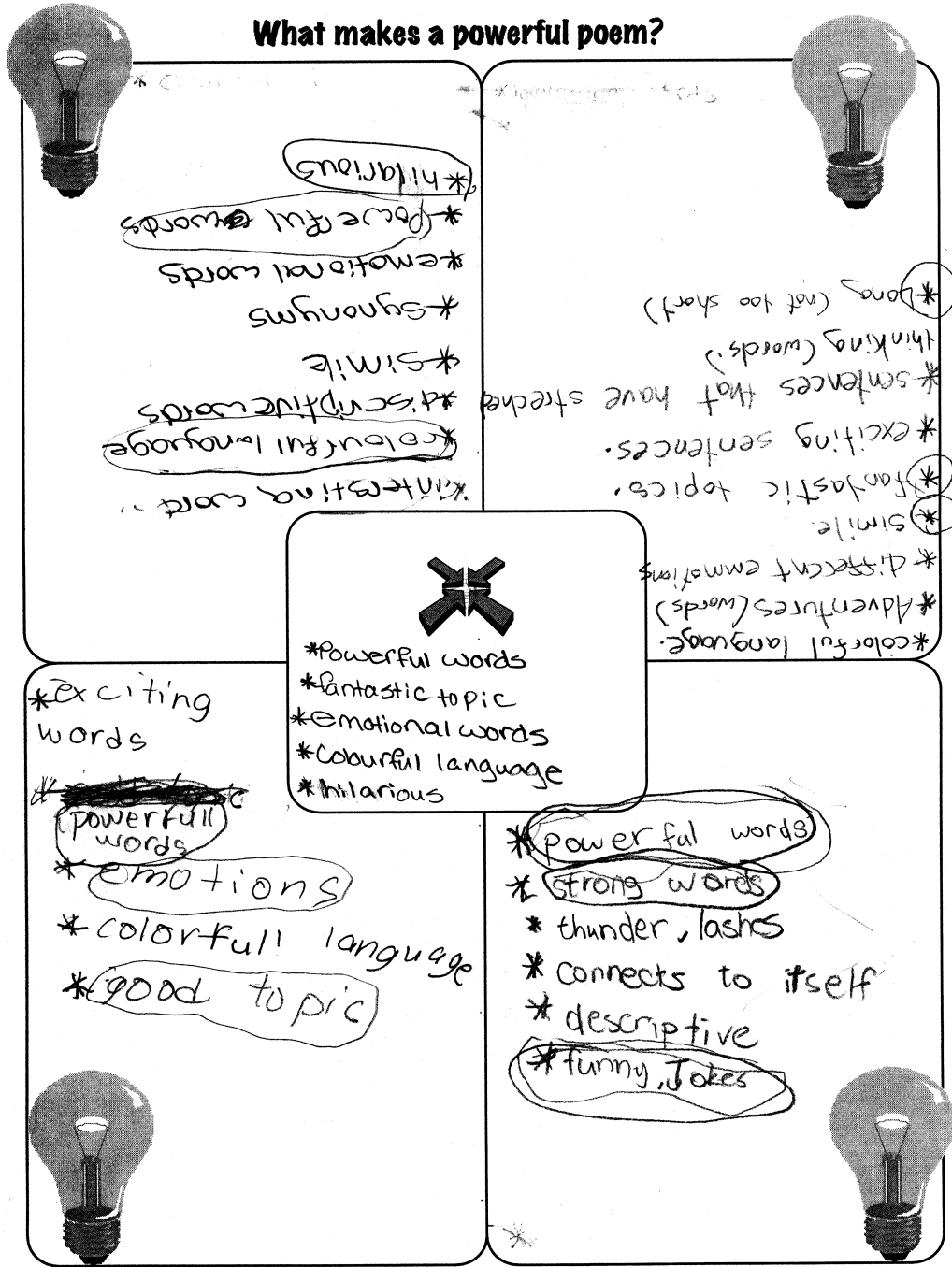
By Jerry, Mt. Pleasant. S.D. 39

Example: Whole class modeling & discussion

What makes a powerful poem?



What makes a powerful poem?



Example:
Students working
together to
identify writing
criteria

Example:
Summarizing
criteria as a
whole class
following on the
small group
activity

- Captures the reader's attention
- ✓• emotions
- interesting
- descriptive words
- humor
- exciting
- colorful words
- connects to your life
- makes you wonder
- message
- gives reader a picture images
- detailed
- powerful words
- hilarious
- fantastic topic
- ✓• feelings
- 5 senses

Part Two

Generating Content for Writing Free Verse Poems



Example: Review Criteria Constructed with Students

GOOD POEMS...



capture the reader's attention

connect to your life

are about a fantastic topic



make the reader wonder

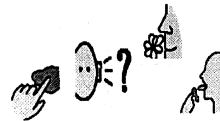
are interesting

have a message



share feelings and emotions

are exciting



use the 5 senses

have humor/are hilarious



have descriptive, powerful or colorful words

are detailed



gives the reader a picture in their mind

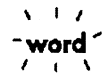
Example: A framework for generating content for a free verse poem (reflective of group generated criteria)

gives the reader a picture in their mind



I see...

has descriptive, powerful or colorful words



I hear...



makes the reader wonder

I wonder...

shares feelings and emotions



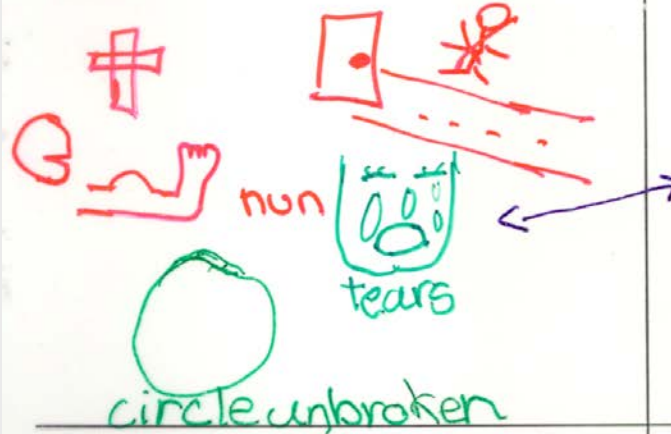
I feel...

Example: Class generates content for poems on residential schools

gives the reader a picture in their mind



I see...



has descriptive, powerful or colorful words



I hear...

crying/weeping from sadness 😞

- silent hall
- "help!"
- discouraged
- code of silent
- lonely
- suffering



makes the reader wonder

I wonder...

"Why did they make residential school?"
 "How did they ever survive?"

"Why did my parents leave me here?"

shares feelings and emotions



I feel...

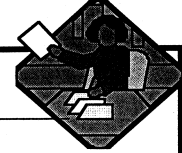
- antagonism
- horrify
- grief
- afraid
- empty
- sorrow
- need to stop pain

Part Three

Reading and Writing Strategically



How to write a free verse poem:



1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

Example:
Constructing
strategies for
writing free verse
poems, building
from experience
(and linked to
criteria)

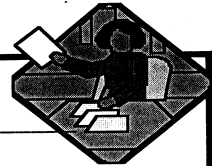
Example: Constructing Strategies with Students

How to write a free verse poem:



1. Choose a topic you want to write about.
2. Start writing things that have something to do with the topic.
3. Make a space each time you write a new paragraph.
4. Try to include things that will make the poem good like: similes, colourful language...etc.
5. Write the poem like a poem should be written. (ie. ≡✓, ≡≡≡X.)
6. Have a conclusion for the end of the poem.
7. Then write who wrote the poem.
8. _____
9. _____

How to write a free verse poem:



Example:
Constructing
Strategies with
Students

1. Have a Plan in head
before
2. put it in interesting way
3. have spaces
4. have lots of expressions
5. collect all your thoughts
- 6.
- 7.
- 8.
- 9.

Example: Travis' drafts of his poem on residential schools

Travis

Poem

Dec - I feel good when I am with my family. I feel the same as you because my mom had lots of hard times in her life like drugs and alcohol. Then it started to effect me inside my heart how bad and confusing my life is. Now I'm sad because my mom is gone and I'm not with her. I feel so miserable and scared for her. She's in Vancouver right now, but I don't know where she is and that worries me. I've moved to lots of other schools. Lots of the kids are cruel and mean, even teachers. But your school was probably more cruel. It must have been painful and terrifying from the horror that came from the belt or stick. I must have been lonely at that school and when you ran away and went to Skid row I feel sick to my stomach that they did all that

Example: Travis' finished poem on residential schools

My Feelings

By: Travis

I feel good when i`m with my family
feel the same as you because my mom
has lots of hard times in her
life like drugs and alcohol. Then it
started to infect inside my heart
how bad and confusing my life is.
Now i`m sad because my mom is
gone and im not with her.

I feel so miserable and scared for
her. She`s in Vancouver right now,
but i don`t know where she is and that
worries me. I`ve moved to lot`s of
other schools. Lot`s of the kid` are
cruel and, even some of the teachers
can be. But your school was probably
more cruel. It must have been painful
and terrifying from the horror that
came from the belt or stick in those
long years. It must have been
one at that school and when you ran
away and went to skid row! I feel sick
to my stomach that they did all that.
You probably ran away because
from the terror and horror of that
prisoned school. I hope you feel better
about your native self. i`m
native too. my name is Travis, and i`m in grade six.

Reflection: Supporting Cycles of SRL in the Context of Meaningful Work

How were students in this example supported to engage in cycles of self-regulated reading and writing?

How was support to reading and writing processes integrated with meaningful curricula?

How was attention to social-emotional goals (relationships, belonging, empathy) integrated into the activity?

From the Richmond “Learning through Reading” Project

Based on assessments of secondary students’ “learning through reading”, subject area teachers worked together to set goals

They collaborated to refine classroom practices to foster self-regulated LTR

Outcomes showed a positive impact on students’:

- Understandings about academic work
- Learning in relation to provincial curricula and performance standards



Example Task: *Learning* through Reading

Students were asked to read three texts to find factors associated with the Fall of the Roman Empire, and to consider if similar factors might operate to cause the decline of a major world power in today's times

- ⇒ They were given three readings on the topic
- ⇒ What kind of “deep,” self-regulated engagement do you think the teacher hoped for in setting this task?



Performance-Based Assessment

■ Strategies

- predictions
- word skills
- checks understanding
- text features

■ Comprehension

- main ideas
- details
- note-making
- inferences

■ Analysis

- connections to prior knowledge
- evaluation/ reflection

■ Overall Snapshot

LTR Questionnaire

■ Motivation

- Perceptions of competence & control
- Attributions for success & failure
- Task value
- Personal goals

■ Emotions

- Positive emotions
- Stress & Worry

■ Task Interpretation & Criteria

■ Self-Regulation

- Planning
- Monitoring
- Adjusting
- Emotion/motivation control

■ Cognitive Strategies

- Working with text or with information

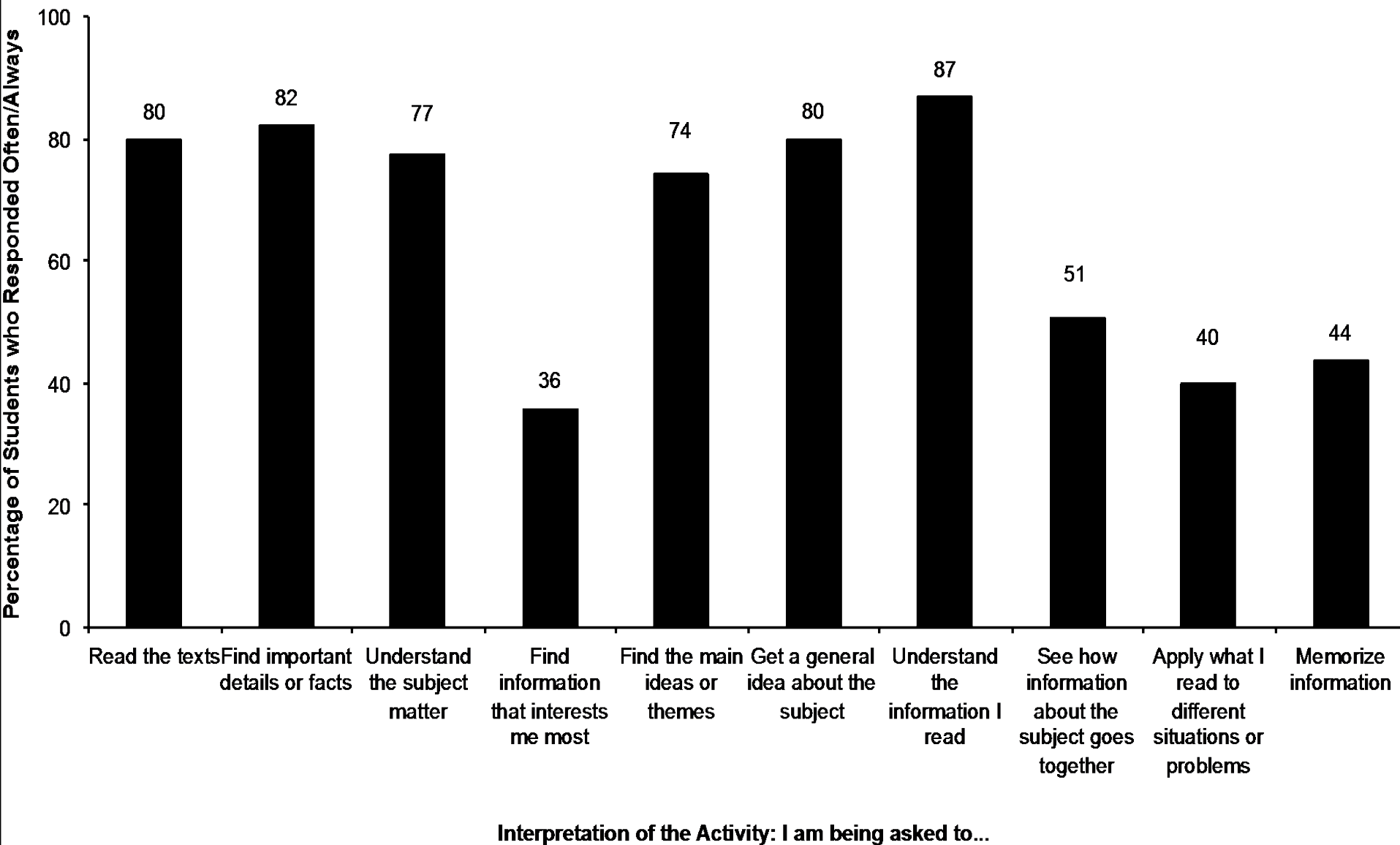
■ Ways of Working

- Focus on Memory
- Help-Seeking
- Disengaged
- External Focus

Robust Patterns in Class-Level Profiles

- High self-perceptions of competence and control (with notable exceptions)
- Low self-reported planning
- High self-reported use of some strategies for working with text (e.g., using headings) and reading comprehension (e.g., think of what I know)
- Low self-reported use of the most active learning strategies (linking, thinking of examples, applying, summarizing in their own words)
- A troubling proportion of students at risk for disengagement (e.g., read as little as possible)

**Lower Mainland School District 2005-06
Learning Through Reading Pretest
Grade 8 All Classes
(n=611)**



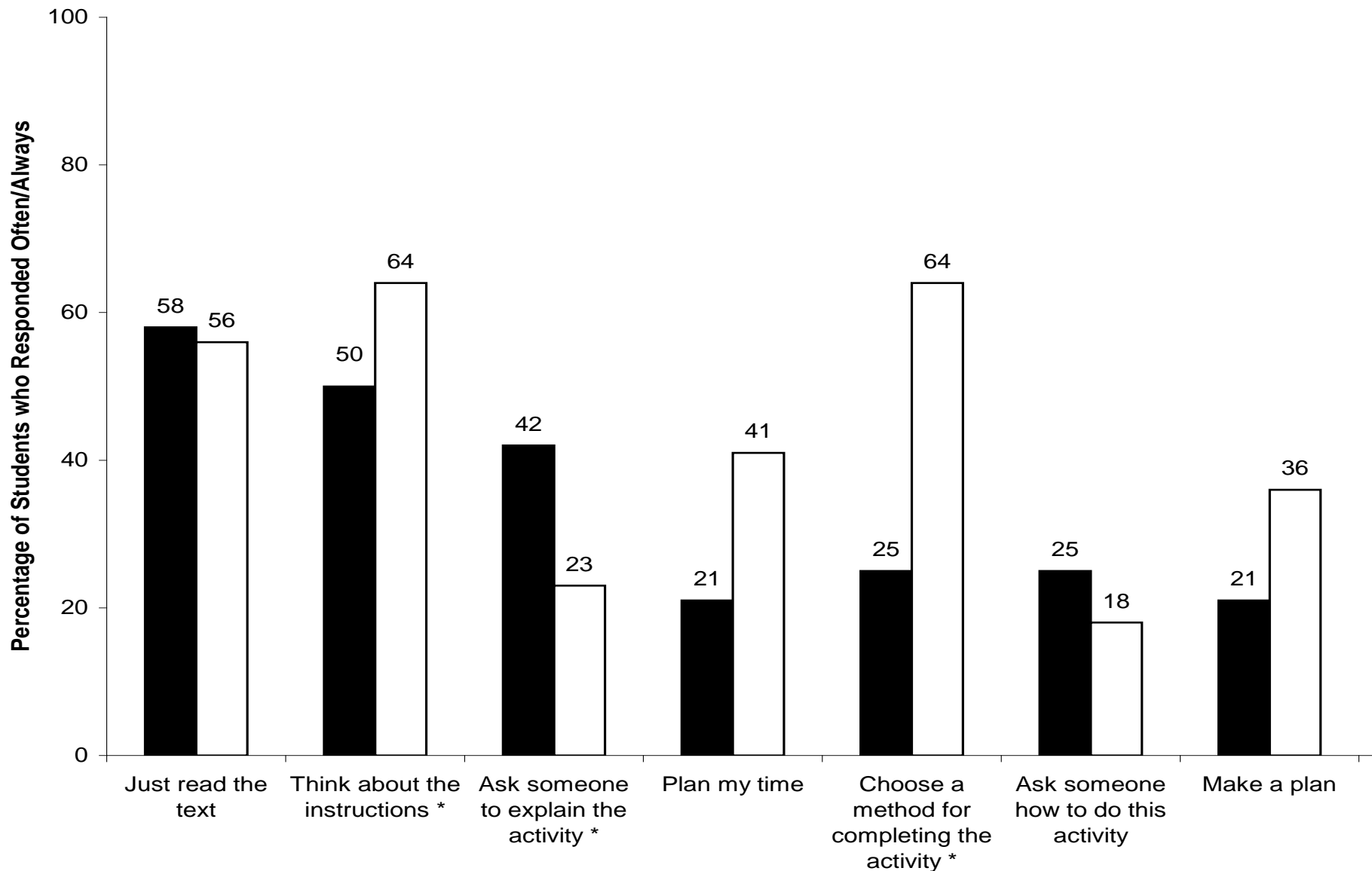
Teachers Building from Formative Assessments

Areas on which we may wish to focus with our students are:

- ✧ Instruct students on *how* cognitive strategies are applied, especially “invisible” ones like self questioning, linking background knowledge, applying new knowledge, clarifying meaning, etc. We talked about doing “think alouds” to show students our metacognitive processes.
- ✧ Develop a common language around literacy strategies and concepts.
- ✧ Make a link for students on *when* cognitive strategies are applied.
- ✧ Share with students that cognitive strategies are learnable - you’re not just born as a good reader, you develop into one. Also share that improving as a reader is a life long task.
- ✧ Share that understanding and learning are different than memorizing.
- ✧ Help our students develop strategies to manage stress and emotions.
- ✧ Give our students encouragement to help them feel optimistic when approaching literacy tasks. Make sure they understand how we’ll be assessing their work - what is important.
- ✧ Work on how we “set the scene” with our students to create interest, establish purpose, and help them plan and connect with previous knowledge.
- ✧ As a result of our Performance Based Assessments (using the rubrics), areas in which our students seemed to need work are...
- ✧ Identifying what is a main idea, and what are supporting details.
- ✧ Note taking.

From Assessment to Instruction

Case example: Lisa



PBA Snapshot**Fall****Not yet meets****50****Meets****60****Fully meets****0****Exceeds****0*****PBA Profile:
Grade 7 (1 class)******Most common***

<i>PBA Dimensions</i>	Fall 2005 (n = 30)			
	Not yet	meets	fully	exceeds
Predictions	46	50	3	0
Word skills	14	77	10	0
Checks understanding	20	70	10	0
Text features	17	80	3	0
Accuracy	50	46	4	0
Main ideas	33	60	8	0
Details	71	30	0	0
Note-making	41	37	15	8
Inferences	63	20	10	7
Analysis	73	10	13	3
Evaluation	77	23	0	0

Inferences

- Showing My Thinking -

Before	<p>What do good readers do?</p>
---------------	---------------------------------

During	<p>Stop (significant phrase, image, action, idea...)</p>	<p>My interpretation (I think this is important because...) (Maybe...) (I'm guessing...)</p>	<p>How I figured it out... (thinking strategy & explanation)</p>
	<p>Main idea/theme so far... (I think it means...)</p>		
During	<p>Stop (significant phrase, image, action, idea...)</p>	<p>My interpretation (I think this is important because...) (Maybe...) (I'm guessing...)</p>	<p>How I figured it out... (thinking strategy & explanation)</p>
	<p>Main idea/theme so far... (I think it means...)</p>		

Inferences

- Showing My Thinking -

During	<p>Stop (significant phrase, image, action, idea...)</p>	<p>My interpretation (I think this is important because...) (Maybe...) (I'm guessing...)</p>	<p>How I figured it out... (thinking strategy & explanation)</p>
	<p>Main idea/theme so far... (I think it means...)</p>		
During	<p>Stop (significant phrase, image, action, idea...)</p>	<p>My interpretation (I think this is important because...) (Maybe...) (I'm guessing...)</p>	<p>How I figured it out... (thinking strategy & explanation)</p>
	<p>Main idea/theme so far... (I think it means...)</p>		
After	<p>What does the author want us to believe?</p>		
	<p>I think I did a good job...</p>		
	<p>Next time, I plan to... (goal setting)</p>		

Thinking Like a Biologist

- Class Generated Criteria -
Grade 6/7, January 31, 2007

	Not Quite Yet (2)	Good Start (3)	You did it! (4)	Wow! (5)
Information *relevant *accurate *key/important	<ul style="list-style-type: none"> Rarely uses microscopes and equipment accurately Shares very few and/or inaccurate observations and/or questions in discussions or writing Records some data; may be inaccurate or missing key information 	<ul style="list-style-type: none"> Sometimes uses microscopes and equipment accurately Notices observations but may be vague or lack key details; asks yes/no questions Data is generally accurate; diagrams include labels and some details 	<ul style="list-style-type: none"> Uses microscope and equipment with accuracy Makes descriptive and accurate observations (spoken/and written) and asks relevant questions Records data accurately; diagrams include relevant labels and details 	<ul style="list-style-type: none"> Uses microscopes and equipment with precision Makes descriptive and insightful observations (ie. notes relationships) and asks relevant questions that show an understanding of key ideas Records data accurately; diagrams include relevant labels and key details
Thinking Process *logical inferences *explanation *understands concept *clear	<ul style="list-style-type: none"> Does not attempt to formulate a "law" 	<ul style="list-style-type: none"> Proposes a "law" that is not yet fully developed 	<ul style="list-style-type: none"> Formulates a "law" that is clear and logical 	<ul style="list-style-type: none"> Formulates a "law" that is clear and logical; uses evidence to justify it

Using questionnaire data to plan for instruction...

Social Studies 9 Lesson Framework



Get students ready for new material by:

- activating prior knowledge
- surveying the text
- setting a purpose for reading/learning
- setting reading goals

Help students monitor their reading by:

- identifying important ideas
- comparing new knowledge to prior knowledge
- asking questions
- summarizing and paraphrasing

Help students use and integrate information:

- demonstrate understanding in a variety of ways
- organize info to remember it
- identifying what they still need to learn
- put ideas into own words

Perspectives of teachers: Using data at the classroom level

“It (the LTRQ and PBA data) made me focus on comprehensive strategies...It made me focus on what is actually happening during their reading. It made me structure everything a little more for the students. It made me teach in a more structured way as well...It motivates me and keeps me on track.”



From the Richmond “Learning through Reading” Project (continued)

Student gains were greatest when practices:

- Sustained attention to goals
- Integrated learning goals into the curriculum
- Attended explicitly to reading, thinking, learning processes
- Fostered student independence

(Butler, Schnellert, & Cartier, 2008, 2013)



Summary: Common Features of SRL-Supportive Practices?

They connect and surface learners' strengths, interests and experiences

They make discussion about reading, learning, and writing processes explicit

They integrate discussions about reading, learning, and writing processes with content instruction

They put responsibility on students to manage their learning

They require students to articulate their understandings about content & learning processes



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