

FSI Summer Institute 2016

SRL as a Framework for Creating Inclusive Contexts for Diverse Learners

With



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Themes in Our SRL “Strand”

What is SRL in the context of *learning*?

By fostering SRL, how can we empower individuals to navigate learning and life successfully?

How can a focus on SRL help in creating inclusive learning environments?

Your Questions?



Topics We'll Take Up

MONDAY	TUESDAY	WEDNESDAY

PLUS Personalized Learning

Each day you will have a chance to think about these topics
in light of the questions *you* are bringing to the table

Topics We'll Take Up

MONDAY	TUESDAY	WEDNESDAY
What is SRL in the context of learning?	Creating inclusive environments that enable learning	SRL Promoting Practices: Unpacking examples
Empowering Learners	SRL and Inclusion	Working with others to foster SRL

PLUS Personalized Learning

Each day you will have a chance to think about these topics in light of the questions *you* are bringing to the table

Logistics



Our Routines

How should we get your attention?



Raise Hands?

Noise Maker?



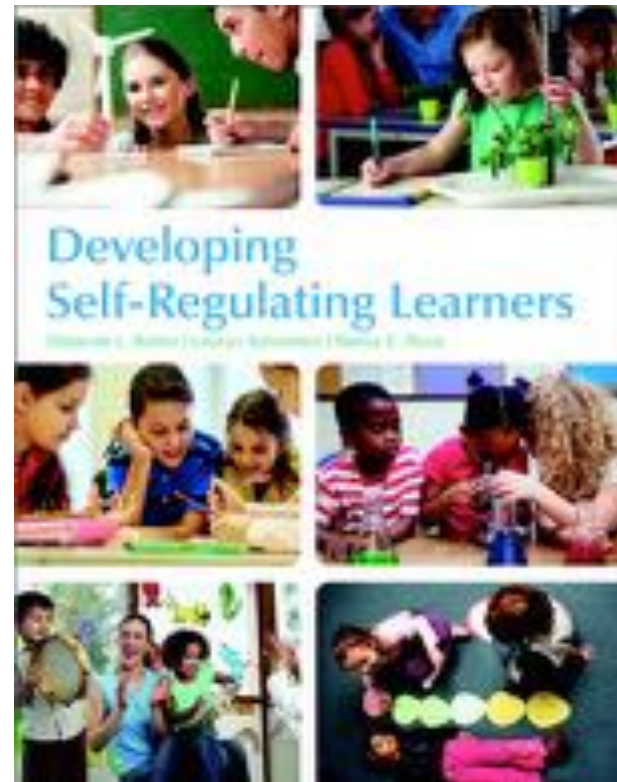
Recommended Resource

Butler, D. L., Schnellert, L., & Perry, N. E. (2016). *Developing self-regulating learners*. Don Mills, ON: Pearson.

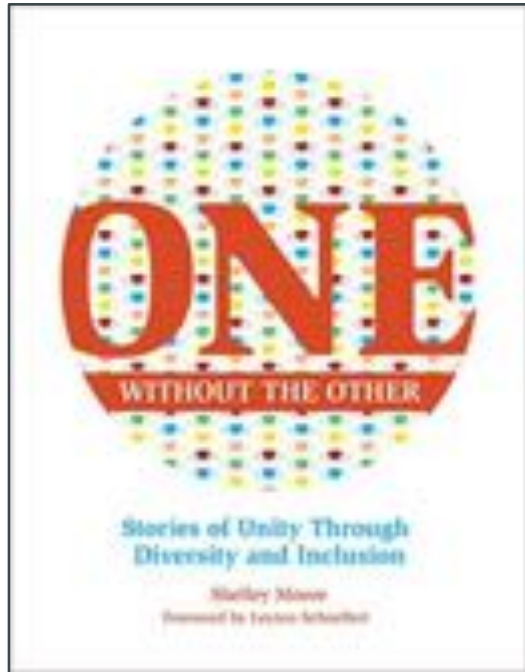
What We Provided Ahead of Time:

Chapter One: What is SRL?

Chapter Two: Why is SRL Important?



Recommended Resources



Moore, S. (2016). *One without the other: Stories of unity through diversity and inclusion*. Portage & Main.

Brownlie, F., Feniak, C., & L. Schnellert (2006). *Student diversity*. Pembroke.



New Edition this Fall!!!

What are Your Questions?



Questions Others Have Been Asking

What is self-regulation in relation to SRL?

How is SRL linked to social-emotional learning?

How is SRL related to motivation, behaviour, and engagement?

How can a focus on SRL help me in supporting students with special learning needs?

How can a focus on SRL help me in setting up inclusive learning environments in ways that meet the needs of all learners?

What practices can I use to foster SRL to support learners across different contexts (playgrounds, pre-employment programs, classrooms, across the lifespan)?

How can I set up an environment in which students are willing to take risks in their learning?

How do I work with others to foster SRL?

What Are YOUR Questions?

What do you know and *what do you wonder* about self-regulation and/or self-regulated learning (SRL)?

Write your questions in large print on chart paper & post them

Questions you share (flag)

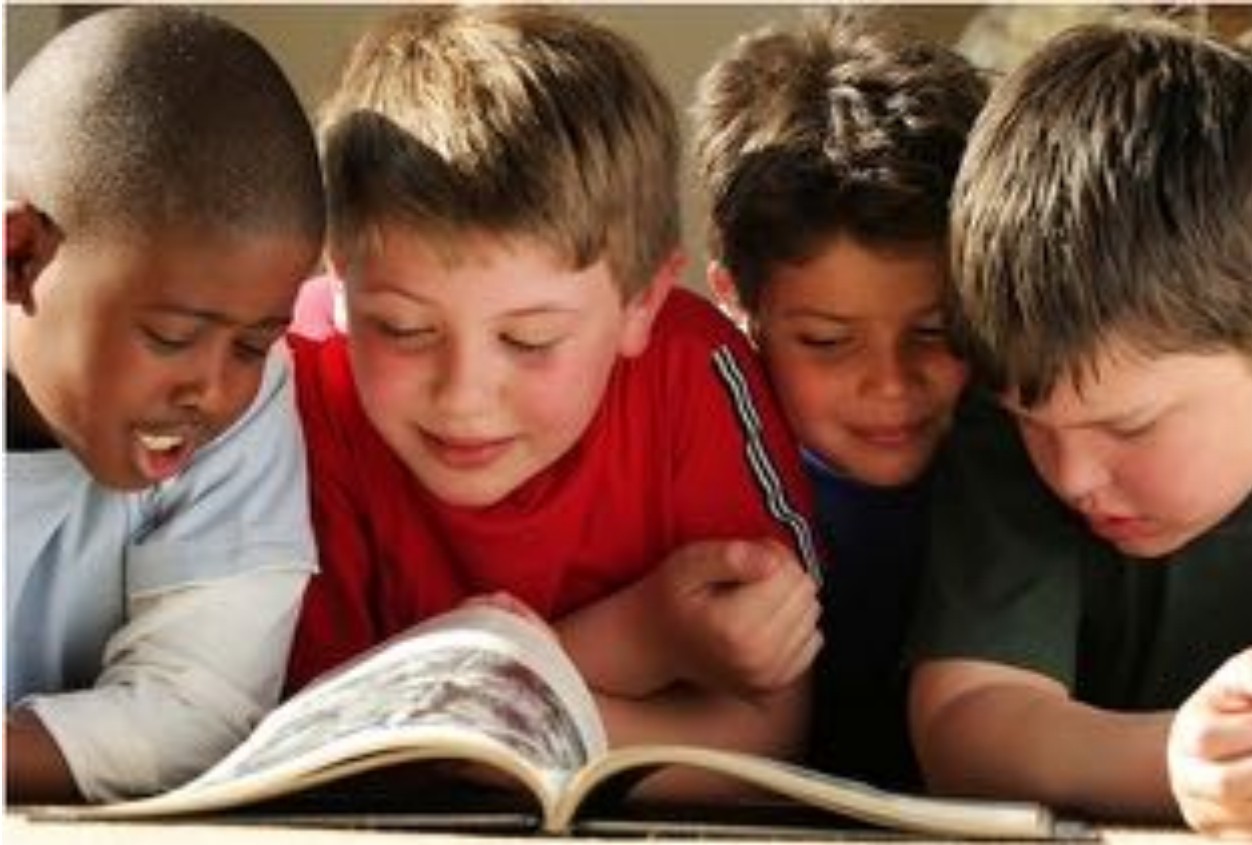
Plus personalized questions



Let's Get Started!



What is Self-Regulated Learning?



How much of what you learned in school is still current?

Half of what you'll learn in medical school will be shown to be either dead wrong or out of date within five years of your graduation; the trouble is that nobody can tell you which half— so the most important thing to learn is how to learn on your own.

Dr. Dave Sackett, pioneer in evidence-based medicine, speaking to medical students

The Nature of Learning (Dumont et al., 2012)

... the ultimate goal of learning and associated teaching ... is to acquire adaptive expertise—the ability to apply meaningfully learned knowledge and skills flexibly and creatively in different situations.

The capacity to continuously learn and apply/integrate new knowledge and skills has never been more essential.

Students should become ... life-long learners, especially as they prepare for jobs that do not yet exist, to use technologies that have not yet been invented, and to solve problems not yet recognized as problems.

What is Self-Regulated Learning?

Lifelong learners are *self-regulating* learners (alone & with others!)

Self-regulation refers to “self-generated thoughts, feelings, and behaviors that are oriented to attaining goals” (Zimmerman, 2002).

Self-regulation is a way of working through activities, not a stand alone goal

Self-regulation involves "active," goal-directed engagement

Individuals can take, *and feel in control*, over success by deliberately and reflectively self-regulating their engagement in activities



Why Focus on Self-Regulation?

- Self-regulation predicts early school achievement even more powerfully than IQ scores and knowledge of reading and math at entry to school (Diamond et al., 2007).
- Low levels of self-regulation before school predict academic difficulties in school (Rimm-Kaufman et al., 2001).
 - Emotional (coping with frustration, persisting)
 - Behavioural (following directions, working independently)
 - Social (relating to peers and teachers)
- Supporting self-regulation improves outcomes for children who struggle to learn, even students with exceptional learning needs (Graham & Harris, 2003).
- Self-regulating learners are successful in and beyond school because ...
 - Motivation and confidence
 - Productive thinking skills and strategies
 - More task relevant behaviour



Achievement

Imagining Self-Regulation

Students are self-regulating all the time in the context of all sorts of activities in schools

The problem is that they may be doing so more or less effectively

Our job is to support students to take up effective forms of self-regulation



Group Activity: Imagining SRL

Start by reading the two case studies

What do you notice?

Then discuss at your table:

Can you “see” self-regulation in the examples?

Where are the two students engaged in “goal-directed” activity?

How are their ways of engaging “effective”? From whose point of view?



TIME OUT

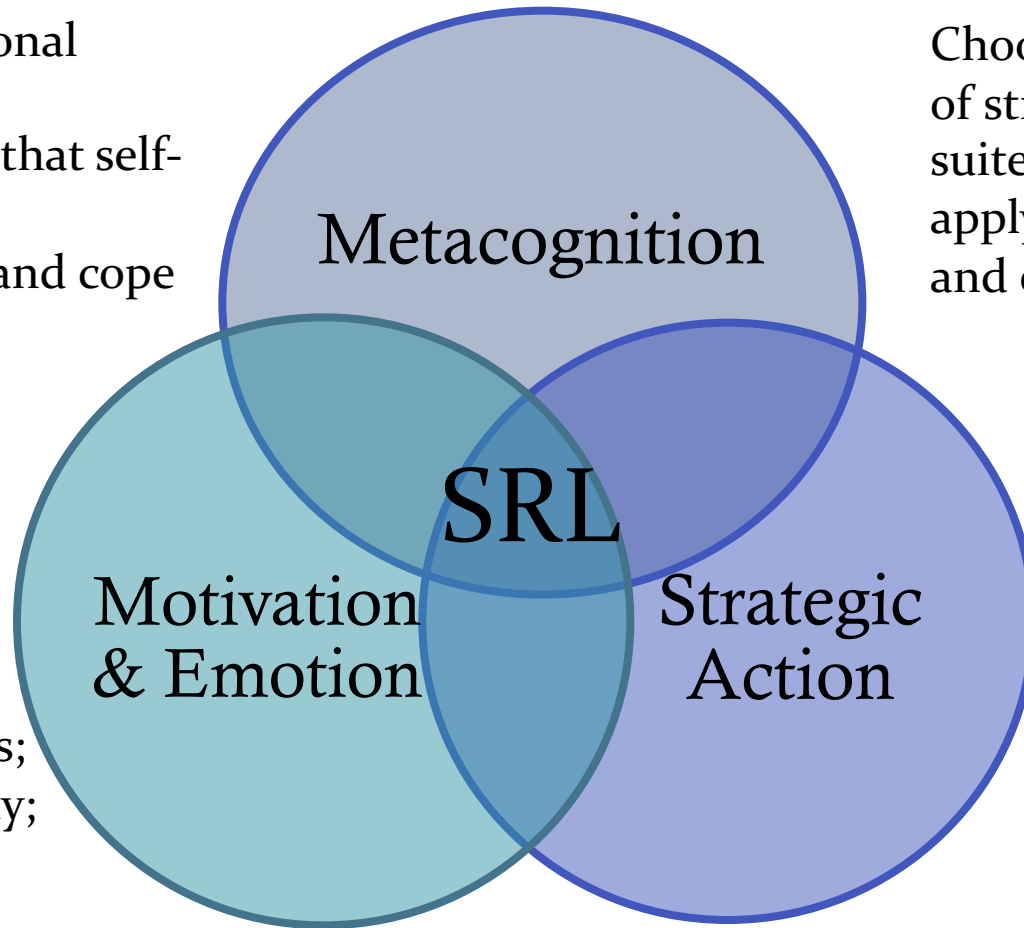


Jump Up and Down!

Probing Deeper: What is SRL?

Awareness of personal strengths and limitations; Using that self-awareness to solve problems and cope with challenges

Choosing from a repertoire of strategies those best suited to the situation and applying them effectively and efficiently



Affective responses;
Beliefs about ability;
Willingness to try;
Expectations for success

What do Students “Regulate”?

What do students need to "regulate" to successfully navigate a learning activity?

Can you see these in the case study examples?



An Integrative Model of Self-Regulation

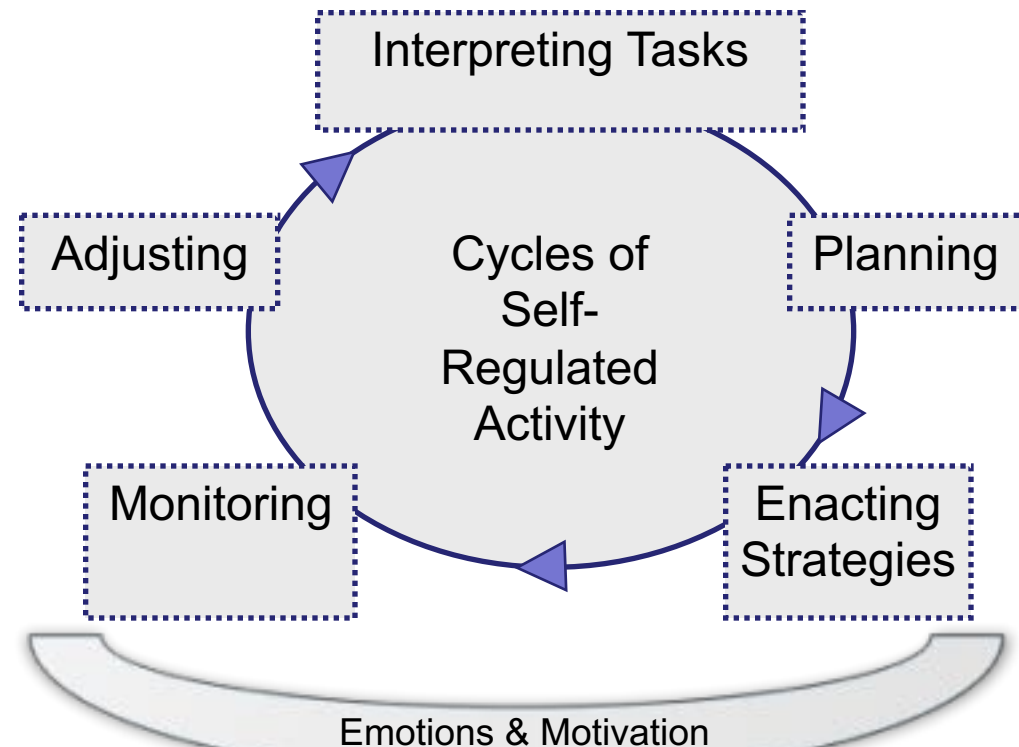
(Butler, Schnellert, & Perry, 2016)



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



Overall Classroom Environment
Activities ... Supports ... Assessment/Feedback



Group Activity: Re-Presenting Self-Regulation

With others in your group...

Draw on the resources at the “materials table”
to create your own model of SRL



Lunch Break



As you go to lunch, have a look
at each others' models

Questions for This Afternoon

Why is it important to *empower* learners?

What does it feel and look like for learners to be empowered?



To come: What can we do as parents, teachers, educators to empower learners?

What Does Empowerment Look Like?

What does it "look" and "feel" like to be *empowered*?

In your own experience, when do *YOU* feel empowered?



Empowering *ALL* Learners



From Self-Determination Theory

Core Competencies

- All core competencies are posted now
- Created on a continuum (not by grade level)



Personal Awareness and Responsibility

Self-determination

- Students who are personally aware and responsible have a sense of personal efficacy and growing confidence in a variety of situations.
- They value themselves, their ideas, and their accomplishments.
- They are able to express their needs and seek help when they need it, to find purpose and motivation and act on it, and to advocate for themselves.



What Does SDT Tell Us About Empowerment?

Think about these ideas...

How do they help us imagine “empowerment”?

How does empowerment, and SDT, connect to SRL?



People Feel Empowered to the Extent That...

They feel in control of their lives & learning

Things don't just happen to them

They can make things happen themselves

They feel connected to a community

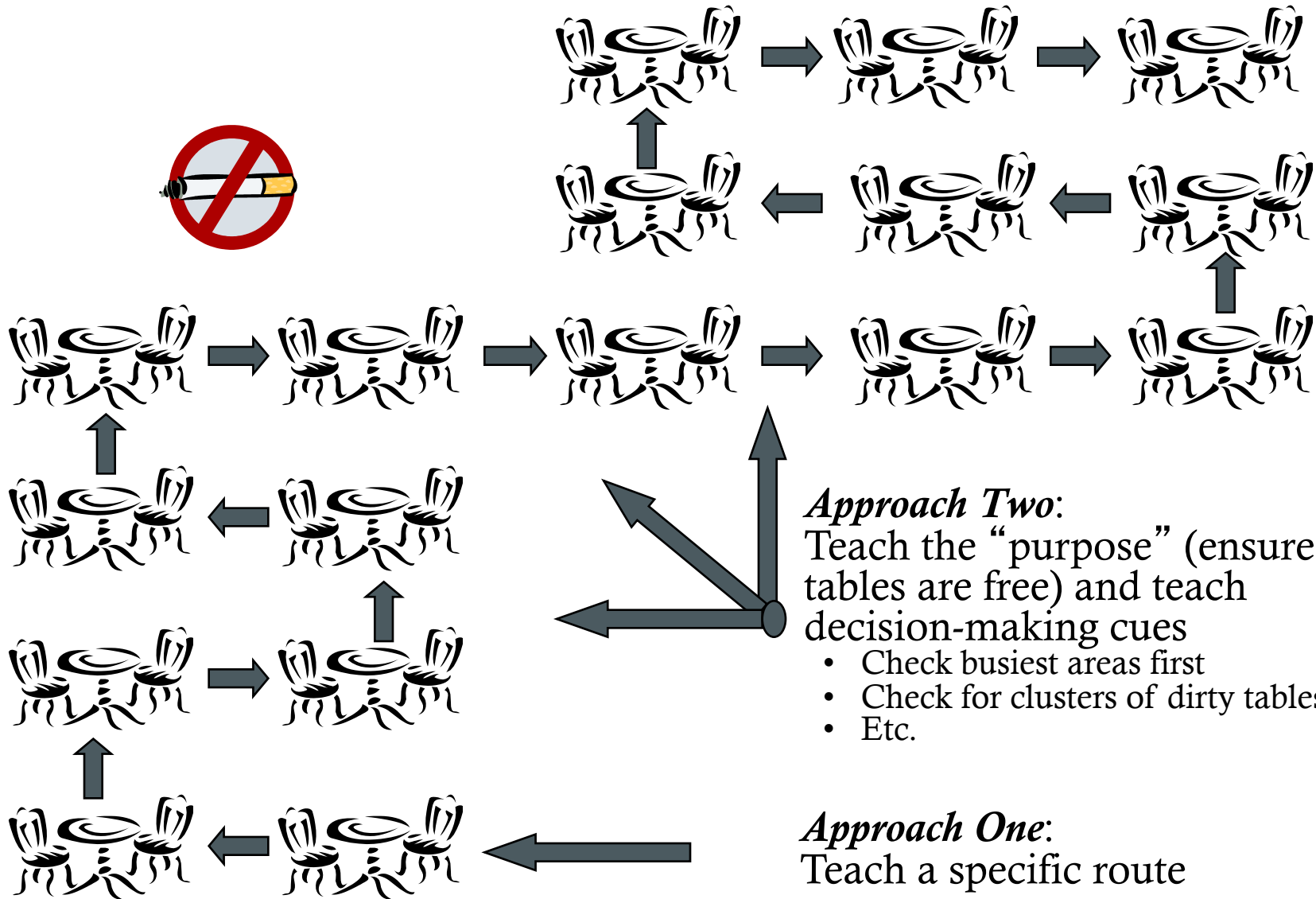
They feel competent and successful

What can we do to foster learners' sense of *autonomy*, *belonging*, and *competence*?



Disempowering Learners

Teaching "Bussing"



Approach Two:

Teach the "purpose" (ensure tables are free) and teach decision-making cues

- Check busiest areas first
- Check for clusters of dirty tables
- Etc.

Approach One:

Teach a specific route

Empowering *Thinking*

What am I trying to do?

What should I consider?

What do I need?

What steps should I take?

How is it going?

What to do differently?



Presuming Competence

In a qualitative follow-up study, Klassen and Lynch (2007) found that adolescents attributed their performance on learning tasks to controllable factors such as effort, whereas their teachers attributed LD students' learning performance to uncontrollable deficits.

(Klassen, 2010, p. 20)

Why/how do students' and teachers' beliefs matter?



Presuming Competence



See <https://www.youtube.com/watch?v=AGptAXTV7m0&sns=em>

Reflection

What do you take away
from this video?

What does it look like to
empower ALL learners?



TIME OUT



Jump Up and Down!

Inspirational Example

SRL in An After
School Music
Program



Supporting Self-Regulation through Music Education

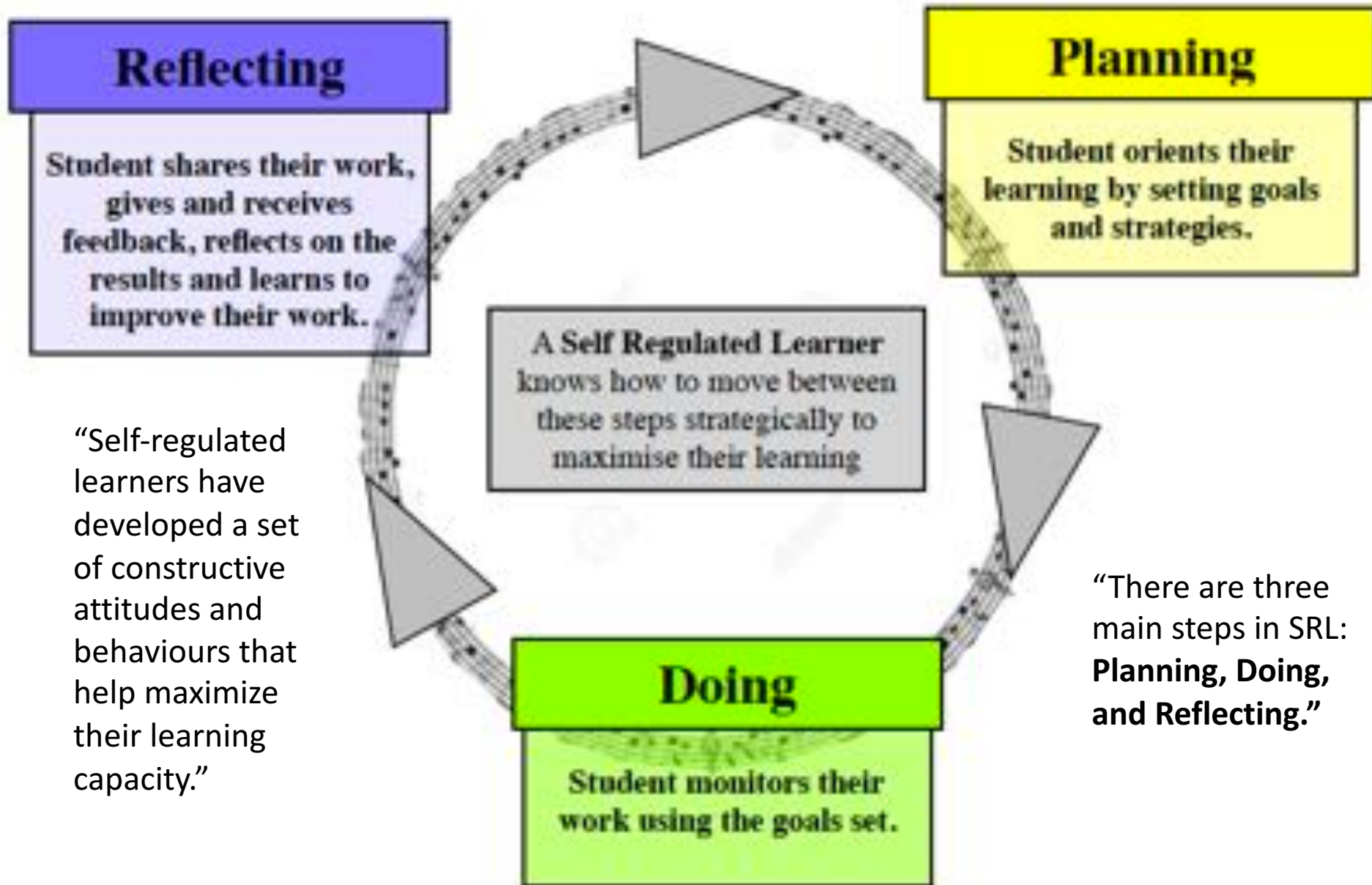




Context

- After school music education program in Vancouver's Downtown Eastside
- Operates on a philosophy of “music for all”
- Students are children who live and attend school in the neighbourhood
 - From diverse cultural and linguistic communities
 - With high abilities and disabilities
 - Facing various forms of adversity
- Teachers are musicians
 - most have no formal teaching preparation

Supporting Self-Regulation through Music Education



Shared Purpose

- Empowering children and youth to feel in control and be able to take control of their learning and life circumstances
 - Fostering self-regulation => metacognition, motivation, and strategic action
 - Fostering self-determination => meeting fundamental needs for autonomy, belonging, and competence



SRL Promoting Practices ...

Providing structure

- Tasks/ Activities
- Clear expectations & instructions
- Visual prompts

Giving students influence

- Choices, involvement in decision making
- Control over challenge
- Self-reflection, self-assessment

Supporting, scaffolding, co-regulating

- Teacher support
- Peer support
- * Lots of metacognitive language

Modeling

Creating a community of learners—group cohesion

Accommodating individual differences



Spirals of Inquiry ...



- What's going on for you and your learners?
- Where does your focus need to be?

- What have you tried?
- Has it made a difference?
- How do you know?



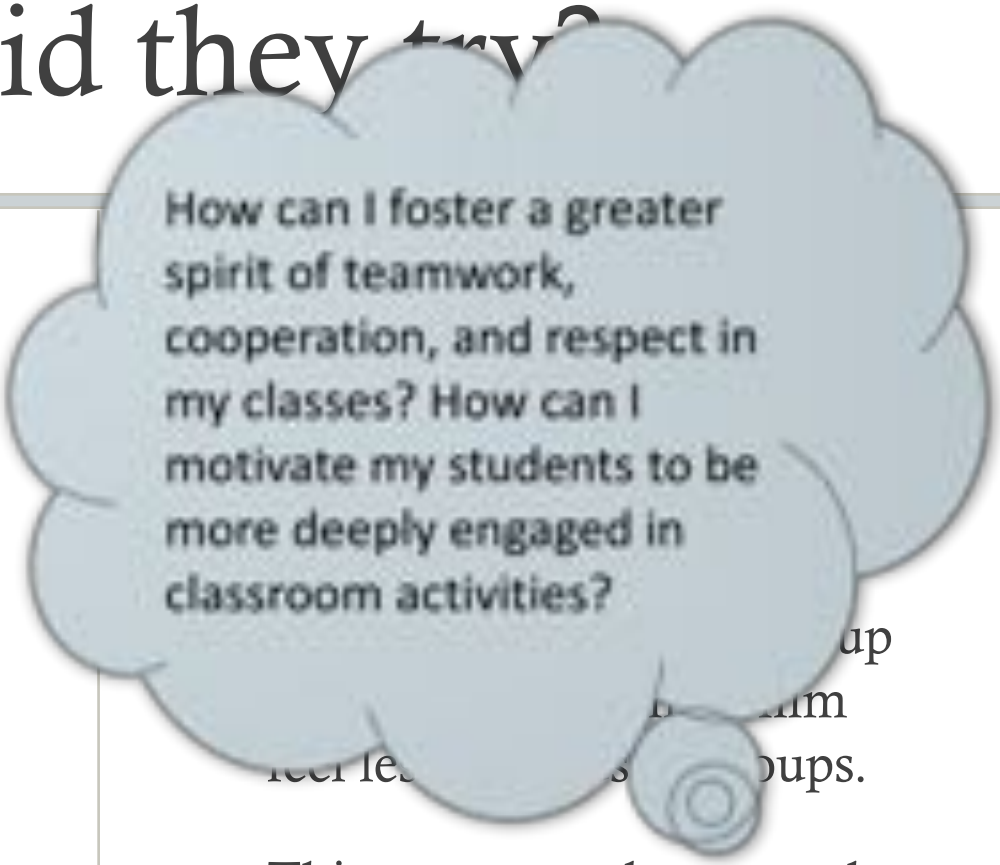
Meet Beck

- Teachers describe him as a “bright, energetic, imaginative” child.
- He is on the autism spectrum.
- He is “more” cooperative in a one-on-one setting, but struggles in a group.
- “I’d like to help him feel more comfortable and be more cooperative in a group setting ... [sometimes he] is disruptive and I’d like to minimize that disruption.”
- Teachers were challenged to include him in their classes

What did they try?

Program Support

- The program's director worked with Beck to identify the problems he was having in the program (e.g., he was disruptive during mealtime).
- Then she involved Beck in creating a checklist to monitor "how things were going" in specific areas.



How can I foster a greater spirit of teamwork, cooperation, and respect in my classes? How can I motivate my students to be more deeply engaged in classroom activities?

- This was part a larger goal the teacher had for his class.

Beck's Daily Check-In

How Did I Do Today?	Snack Time	Kodaly	Cello	Waiting for P/U
Very good progress (AWSOMENESS)		★	★	★
OK, but I could do better				
Average				
Ahhhh! Maybe				
I don't think so	★			
Not making progress				

What Happened in Music Theory?

What the teacher did

- Met with Beck each day before class, outlined the day's activities, allowed him to choose to participate or choose an alternative activity
- Beck doesn't like singing/clapping activities that make up the bulk of the class. Suggested he take a creative role in these activities (make up a song)

What he noticed

- Beck welcomed the opportunity to choose and, working alone, he didn't disrupt the class
- Beck wrote a great song, but when I took it to the group to incorporate in our class, he wasn't comfortable doing that



How can I encourage Beck to participate in group activities and overcome his anxiety about this?

Plan:

- (a) Rethink my measure of success in this situation—even a brief positive group interaction would be a big step
- (b) Think of a group activity that will be tolerable for Beck
- (c) Take advantage of his imagination, knack for word play and creative description

What happened?

What the teacher did

- Continued to encourage Beck's writing in class
- Suggested we bring his songs to the group
- Offered to guide the group in composing melodies to Beck's lyrics and arranging the song to perform

What he noticed

- He was reluctant at first
- During our first attempt he didn't seem to enjoy it
- We tried again ... he was more open to the activity and it resulted in a finished piece
- Beck became a bit more engaged and cooperative in other group activities
- We performed one of his pieces at the spring concert

“He was visibly proud.”

How was Beck's Self-Regulation and Self-Determination Supported ...

There was structure

- Tasks/Activities

- Clear expectations & instructions

- Visual prompts

Beck had influence

- Choices, involvement in decision making

- Control over challenge

- Self-reflection, self-assessment

Teachers supported, scaffolded, co-regulated

- Teacher support

- Peer support

- * Lots of metacognitive language

The teacher created a community of learners—group cohesion

And accommodated individual differences



Reflection

Think about this example

How is this *empowerment*?

Where do you see *SRL*?

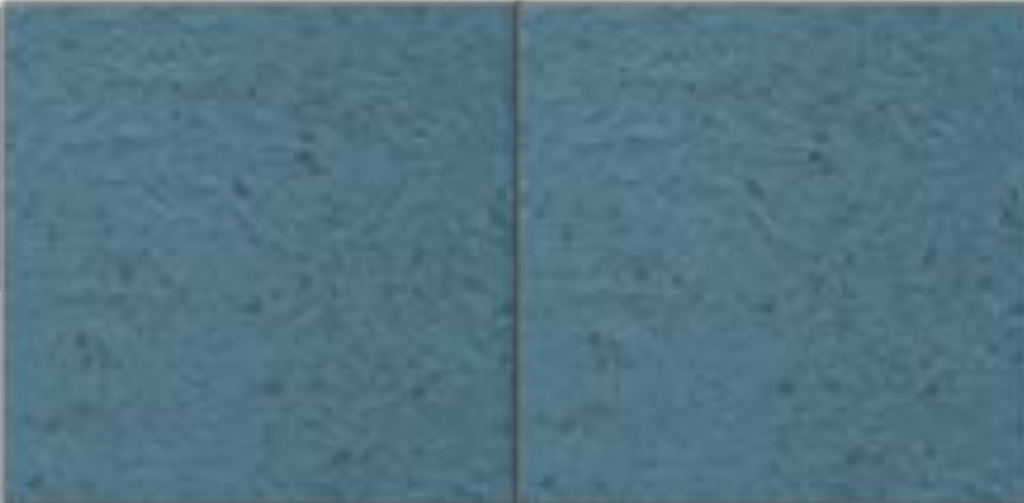
Where do you see *inclusion*?



What's

Next

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What Are YOUR Questions?

What do you know and *what do you wonder* about self-regulation and/or self-regulated learning (SRL)?

Revisit your questions

Any new questions?

Are you starting to find answers?

As you leave, have a look at other groups' questions



Have a Wonderful Evening!



**See You
Tomorrow!**