Self-Regulated Learning (SRL) as a Framework for Inclusion

NANCY PERRY, NIKKI YEE, SILVIA MAZABEL, SIMON LISAINGO
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Introductions

Nancy  Nikki  Silvia  Simon
Agenda

What is self-regulation and, more specifically, SRL?
Why focus on SRL?
What’s going on for learners with regard to SRL?
What can we do to support them?
What are some SRL promoting practices that might be useful for you?
What is SRL?

What is Self-Regulated Learning?

<table>
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<tr>
<th>What do we know?</th>
<th>What do we wonder?</th>
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• Balance between adults and children where adult teaches strategy and provide co regulation
• Child has emotions in check
• Staying calm in the green zone - learning ready
• Having a variety of strategies to independently place yourself in a learning ready zone
• Influenced by environment and self and people around you
• Expectations are understood.
• Necessary for learning
• Self awareness and self motivation
• We to provide time and space
• Supportive calm environment.
• Needs to be taught
• Mind is available for learning.
• Having a 'toolbox'
• Individualized

• I wonder when it is developmentally appropriate to expect to have developed these skills?
• How to get the child who needs it most to
• I wonder about the prevalence and if it has really increase
• What are best practices around SRL?
• I wonder about the generational trauma affect on self regulated learning passed from parent to child
• How can we encourage academic high school (and elementary) teachers to incorporate SRL in class?
• What needs to be in the physical environment to promote SRL?
• How to implement in high school?
• How does trauma affect self-regulation.
• Which program to use?
• How to help students develop these skills
• How to 'sell' the need students have to classroom teachers so that the student can STAY regulated, in the classroom
• How to motivate students to use strategies?
• How is it different than social emotional learning?
• Supports to becalm and focused and ready to learn
What is Self-Regulation?

Ability to control thoughts and actions to achieve personal goals and respond to environmental demands (Zimmerman, 2008)

It involves ...
- Attending to key features of the environment
- Resisting distractions
- Persisting when tasks are difficult
- Responding appropriately, adaptively, flexibly

What Do We Regulate?

Cognition & Metacognition
- Makes good judgments about the time it will take to complete a task.
- Makes realistic evaluations of his/her performance.

Motivation
- Enjoys learning new things.
- Is willing to try challenging tasks.

Emotion
- Is able to talk about feelings or describe emotions.
- Copes well with frustration or disappointment.

Action
- Can manage a set of directions.
- Chooses a quiet space to work, free of distractions.
Interest in self-regulation spans virtually all of the social and behavioral sciences (Moffitt et al., 2011).

**Self-Regulated Learning (SRL)**

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

Beliefs about ability
Willingness to try
Expectations for success

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

SRL supports learning in both independent and social situations.
Why Focus on Self-Regulation in Education?

Self-regulation is a significant source of achievement differences among students (Zimmerman & Schunk, 2011).

Self-regulation is a developmental process and can be learned.

- Importantly, children with exceptional learning needs can improve their self-regulation (Butler; Harris & Graham; Wong).
- Improvements in self-regulation lead to positive outcomes overall.

Self-regulation supports social as well as independent forms of learning.

Self-regulation is empowering. Children become the agents of their own learning.

SRL Can Support Other Educational Initiatives/Innovations

- Social-Emotional Learning (SEL)
- Assessment for Learning (AfL)
- Executive Functions
- Inquiry
- Personalized Learning
- Learning with Technology
- Indigenous Education
What do Self-Regulated Learners Do?

**Activity in Context**

- **Supporting Cycles of Strategic Action**

**Emotions & Motivation**
- History, Strengths, Challenges, Metacognition, Knowledge, Beliefs, Agency

- What am I being asked to do?
- What do I want to do?
- What do I want to do?
- What's my plan?
- What strategies can I apply?
- Cycles of Strategic Action
- How am I doing?
- What adjustments do I need to make?

Adapted from Butler, 2002; Butler et al., 2011
How Can We Talk About Self-Regulation In “Kid Friendly” Terms?

**Self Regulation**
- Being able to do your job without being asked
- Felt emotions
- Can you do the job?
- Do you know how to ask for help?

**How to do the Job?**
- What tools?
- Where to do the job?
- When to do the job?
- Are there extra skills needed?

**Why do we do the Job?**
- To learn something new
- Have fun, make friends
- Build stamina
- To practice Self-Regulation

**BEFORE STARTING**
- WHAT IS MY GOAL?
  - Why am I doing this task?
  - How will I know when I have succeeded?

**WHILE WORKING**
- IS MY PLAN WORKING?
  - Am I doing what I need to do?
  - Do I need a break or a change of play?

**AFTER FINISHING**
- WAS I SUCCESSFUL?
  - What did I do right?
  - What could I do better?

**WHAT ABOUT NEXT TIME?**
- What triggered success?
- What triggered failure?
How would you talk to your students about SRL?

Self-Regulated Learning

- What we are doing, why we are doing it, how do you do it
- What do you need to learn better?
- The independence of being able to do tasks without always needing extra help
- You’re responsible for your own learning
- Respect for your own learning, and respect for others’ learning
- You’re the teacher and student at the same time – you reflect on where you need to grow, I’m here as a guide
How Does SRL Help us Understand and Support Student Learning?

- Some students need to be co-regulated all day.
- Don't want to start? Afraid to make mistakes.
- Distractability
- Teaching the phrase "I need a break" (accompanied by a visual/PEC)
- Lack of consistency
- Ensuring learning target is clear
- Often don't believe that they can be successful at a task... can do it.
- Need scaffolding
- Often I am regulating students in the classroom and that is not transferring to other situations.
- Feel dumb
- Visuals help
- Transitions
- Frustration
What Do Learners Bring?

Motivation & Emotion

Metacognition

Strategic Action

SRL

What’s Going On with Motivation & Emotion?

Amy and Kevin have learning disabilities that cause them to struggle in math. Both receive additional support in this area. Amy gets frustrated very easily and often gives up when tasks get tough. Kevin, on the other hand, rises to a challenge. He works harder and persists longer than many students.

• Is one student more motivated than the other?
• What are their beliefs about their abilities?
• How might their beliefs, values, interest influence motivation?
• How do emotions influence motivation?
Fixed Mindset
Belief that abilities, intelligence, and talents are fixed traits.

Growth Mindset
Belief that you can grow your intelligence through effort.

Dweck (2000)

Mindsets
These two beliefs lead students to very different conclusions about the meaning of events

And the meaning they make – the narrative they construct – determines the behaviors in which they choose to engage

https://www.mindsetkit.org
What does motivation have to do with self-regulation and SRL?

Beliefs About Ability
- Fixed or Growth

Engagement
- Focus on personal progress/learning
- Willing to try challenging tasks
- View errors as opportunities for learning

Empowerment
- Agency & Control

Motivation & Emotion

How Did the Teacher Provide Support?
Feedback for a Growth Mindset
Dweck (2010)

“Praising students for the process they have engaged in—the effort they applied, the strategies they used, the choices they made, the persistence they displayed, and so on—yields more long-term benefits than telling them they are “smart” when they succeed.” (p. 18)

When they succeed: Praise process and growth.
When they struggle: Give them constructive feedback.
Emphasize challenge, not success.
Give a sense of progress.
Grade for growth.
And when they say they can’t: Add “yet.”

Motivation & Emotion

Messages about process and growth...

“I like that you took that challenging project for your science class. It will take a lot of work-doing the research, designing the apparatus, buying the parts, and building it. Wow, you’re going to learn a lot of great things.”

Messages when student struggle...

• “I liked the effort you put in, but let’s work together some more and figure out what it is you don’t understand.”
• Power of yet: “That math test was hard, you’ll get there. You’re just not there yet.”
What’s Going on with Metacognition?

Zack is 9 years old and he attends an afterschool music program. His music theory teacher noticed Zack is unwilling to participate in group activities and is disruptive in this context. But he is cooperative in one-on-one settings. His teacher describes him as “very bright, energetic, imaginative, impish, vibrant and stubborn”. Zack is has a diagnosis of ADHD and sensory processing disorder.

- How might Zack’s knowledge of himself as a learner affect his participation in group activities?
- Does he understand what he is being asked to do and what he is expected to do to be successful in group activities?

Understandings individuals bring to activities about:

- Themselves and their strengths and challenges
- Activities and what they require
- Tactics/strategies for solving problems or coping with challenges
- Own and others’ interests, needs, and talents

Why is metacognition important?
Individuals need metacognitive knowledge to manage their engagement, thinking and learning through tasks.
How did the teacher provide support?

**WHAT HE DID**

- Met with Zack each day before class, outlined the day’s activities, invited him to choose one activity to work on his own.
- Zack welcomed the opportunity to choose and he didn’t disrupt the class.
- Zack wrote a great song but he wasn’t comfortable sharing it with the group.
- Over time, Zack enjoyed more this group activity and it resulted in a finished piece. He became more engaged/cooperative in other group tasks.

**WHAT HE NOTICED**

- Jonathon is hearing impaired. He has an Educational Assistant to help him with class activities. He struggles to stay focused, and finds the class’s academic tasks challenging.
- Jonathon is usually able to use multiple strategies to help him complete his tasks. His teacher has given the class an inquiry assignment about ecosystems.

What’s Going on with **Strategic Action**?

- Where could you imagine Jonathon might need more support?
- What strategies might Jonathon need to ensure he completes his task?
- How could you support Jonathon in a way that develops his self-regulated learning?
Supporting Cycles of Strategic Action

Activity in Context

Emotions & Motivation
- What am I being asked to do?
- What do I want to do?
- What adjustments do I need to make?
- How am I doing?
- What strategies can I apply?
- What’s my plan?

Cycles of Strategic Action

Adapted from Butler, 2002; Butler et al., 2011

How Did the Teacher Provide Support?
What are Some SRL Promoting Practices?

What are SRL Promoting Practices in the Classroom?

Jigsaw Activity
What aspect of SRL would you like focus on: motivation, metacognition, strategic action?
◦ In your focal groups, consider ...
  • What have you seen or done to support SRL?
  • What more would you like to see or do?

Working with 3 or 4 colleagues, make a plan for how you might create opportunities for SRL
◦ In your classroom
◦ In your school
◦ For particular students you support

Be prepared to share your plans with the larger group
What are some SRL promoting practices you might try?

When poll is active, respond at PollEv.com/nikkiyee034
Text NIKKIYEE034 to (780) 800-5606 once to join

“A safe environment is available.”
3 days ago

“Be aware of my student’s situation.”
3 days ago

“Self-determination”
3 days ago

“Learning what other students do. What strategies do they use?”
3 days ago

“Finding out what motivates them.”
3 days ago

What are some SRL promoting practices you might try?

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“Provide opportunity to think strategically”
3 days ago

“Instead of asking “why” ask “what for?”
3 days ago

“Motivation - self reflection piece at end of lesson”
3 days ago

“Focus on process so can be transferred to next learning opportunity.”
3 days ago

“Focus on the process not product”
3 days ago
What has Research Identified as SRL Promoting Practices?

**Providing Structure**
- Tasks/Activities
- Expectations, instructions, routines
- Accommodations for individual differences
- Visual prompts

**Giving Students Influence**
- Involvement in decision making, choices
- Control over challenge
- Self-reflection, self-assessment

**Supporting, scaffolding, co-regulating**
- Modeling, Demonstrating, Questioning
- Feedback
- Metacognitive Language
- Motivational Messages

**Creating a community of learners**

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**Where are you with supporting the development of SRL?**

When poll is active, respond at PollEv.com/nikkiye034
Text NIKKIYEO34 to (780) 800-5606 once to join

- **Beginning**: 17%
- **Developing**: 42%
- **Accomplishing**: 42%
- **Extending**:
Resources


Jeffrey Greene (2017) Self-Regulation in Education

https://www.mindsetworks.com/science/

SRL as a Framework for Inclusion

NANCY PERRY, NIKKI YEE, SILVIA MAZABEL, SIMON LISAINGO
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selfregulationinschool@gmail.com