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

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Introductions
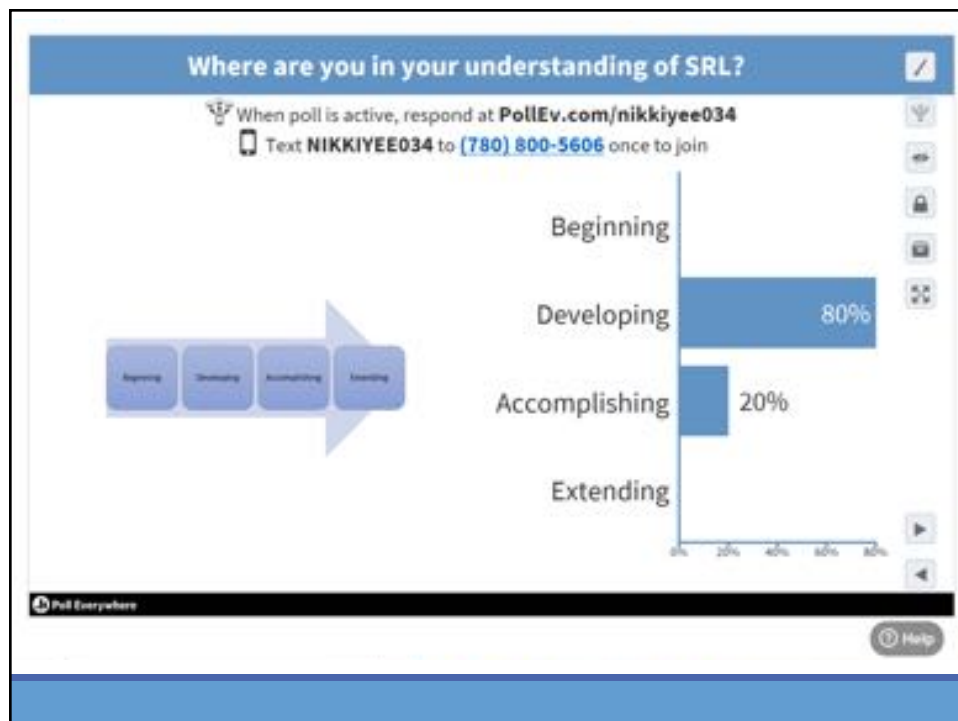

Nancy   Nikki   Silvia   Simon

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?

What do we know?	What do we wonder?	What have we learned?

What do we know about self-regulated learning?

Respond at **PollEv.com/nikkiyee034**

Text **NIKKIYEE034** to **(780) 800-5606** once to join, then text your message

- 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

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Upgrade to enable

Help

What do we wonder about self-regulated learning?

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- 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?

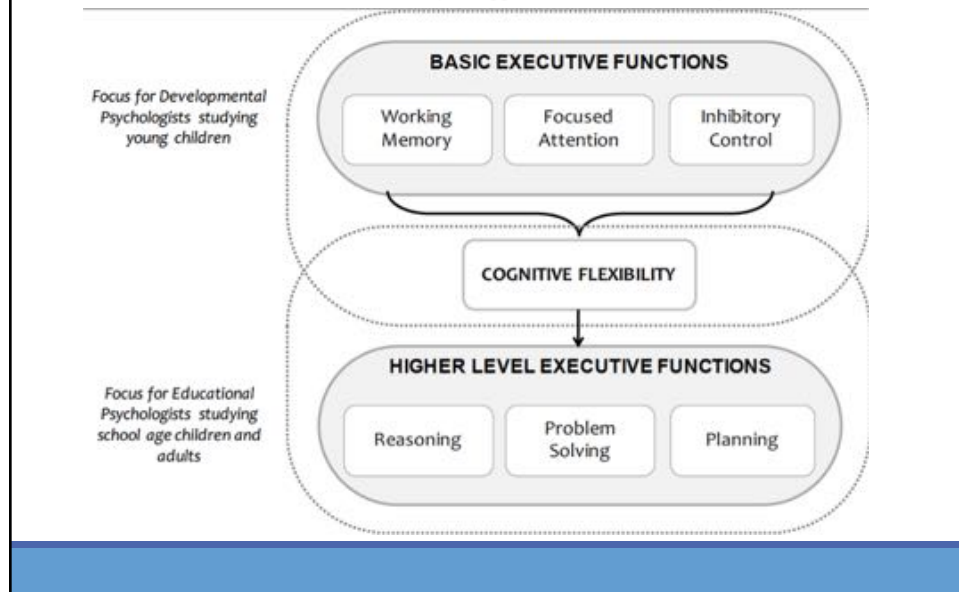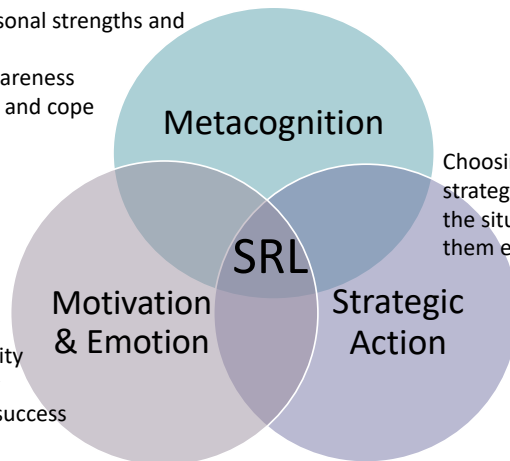| Cognition & Metacognition	• Makes good judgments about the time it will take to complete a task. • Makes realistic evaluations of his/her performance.
Motivation	• Enjoys learning new things. • Is willing to try challenging tasks.
Emotion	• Is able to talk about feelings or describe emotions. • Copes 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).

BASIC EXECUTIVE FUNCTIONS

Focus for Developmental Psychologists studying young children

| Working Memory | Focused Attention | Inhibitory Control |

COGNITIVE FLEXIBILITY

HIGHER LEVEL EXECUTIVE FUNCTIONS

Focus for Educational Psychologists studying school age children and adults

| Reasoning | Problem Solving | Planning |

Self-Regulated Learning (SRL)

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

Metacognition

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

SRL

Motivation & Emotion

Strategic Action

Beliefs about ability
Willingness to try
Expectations for success

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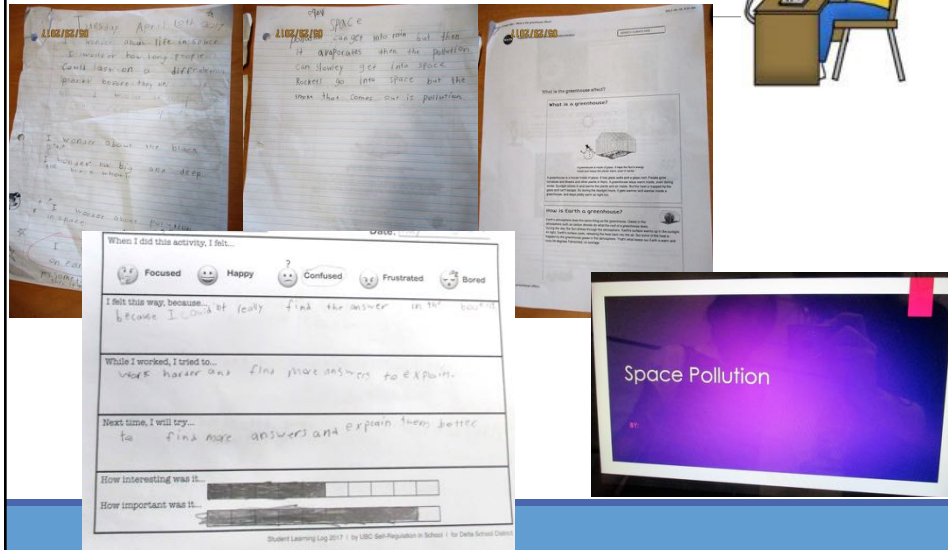
Self-regulation supports social as well as independent forms of learning.

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

SRL Can Support Other Educational Initiatives/Innovations

Inquiry

Assessment for Learning (AfL)

Personalized Learning

Executive Functions

Social-Emotional Learning (SEL)

Learning with Technology

Indigenous Education

What do Self-Regulated Learners Do?

Supporting Cycles of Strategic Action

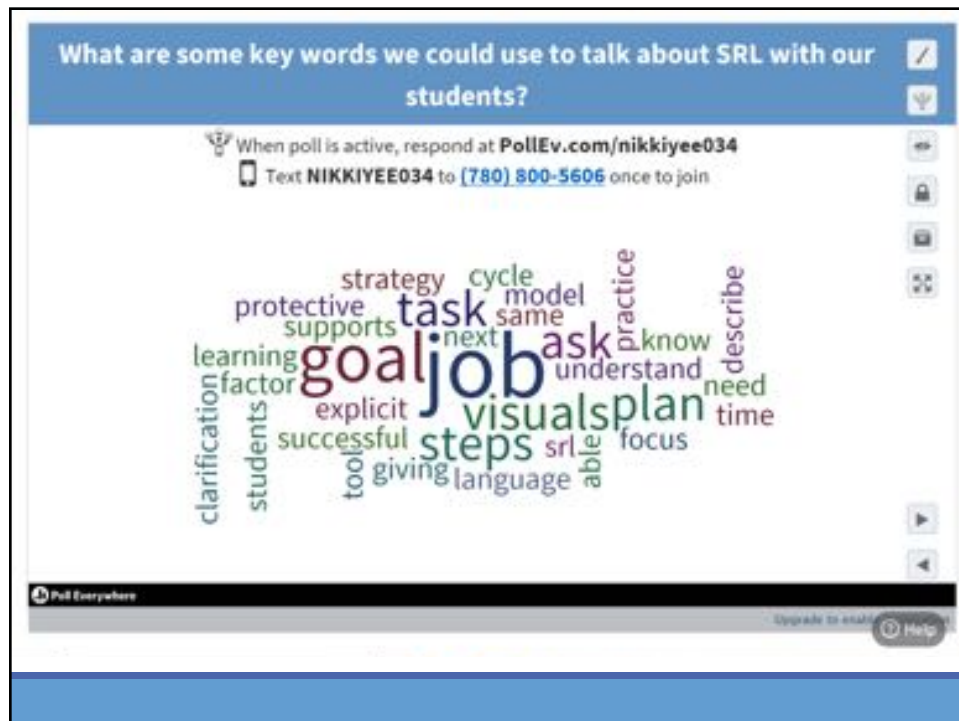*Activity in Context*

Emotions & Motivation

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

Cycles of Strategic Action

What am I being asked to do? What do I want to do?

What's my plan?

What strategies can I apply?

How am I doing?

What adjustments do I need to make?
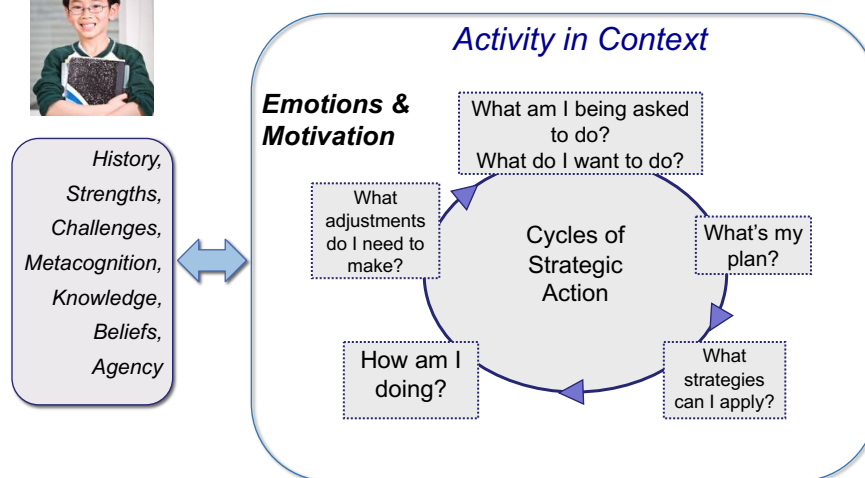
Adapted from Butler, 2002; Butler et al., 2011

How Can We Talk About Self-Regulation In "Kid Friendly" Terms?

What are some key words we could use to talk about SRL with our students?

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strategy cycle model practice describe
protective task same
supports next ask know
learning goal job understand
factor explicit visualsplan need time
successful steps srl focus
giving language able

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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?

What's going on for your learners in terms of self-regulation and SRL?

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- 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?

Metacognition

SRL

Motivation & Emotion

Strategic Action
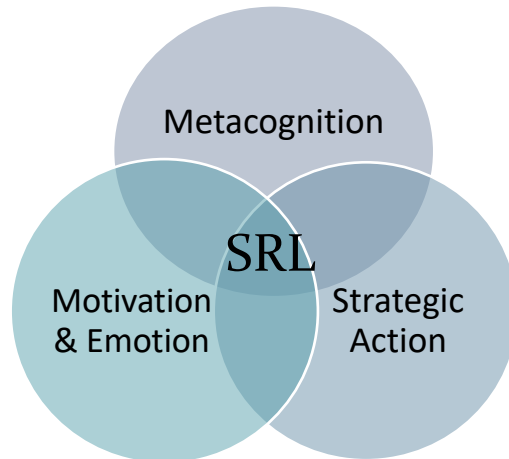
What's Going On with **Motivation & Emotion**?

Metacognition

SRL

Motivation & Emotion

Strategic Action

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.
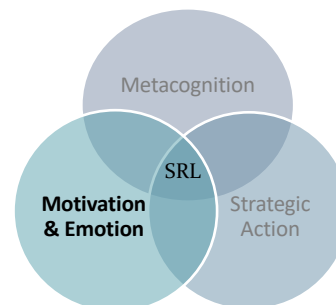
- Is one student more motivated than the other?
- What are their beliefs about their abilities?
- How might their beliefs, values, interest influence motivation?
- How do emotions influence motivation?

**Motivation
& Emotion**
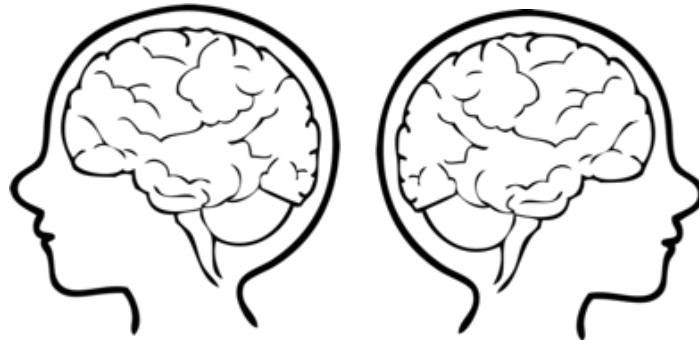
Fixed Mindset
Belief that abilities, intelligence, and talents are fixed traits.

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

Dweck (2000)

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**Motivation
& Emotion**

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

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Motivation & Emotion

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?

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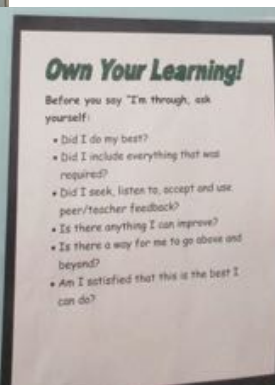
Motivation & Emotion

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."

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Motivation & Emotion

Messages about process and growth...	**Messages when student struggle...**
"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."	• "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.

Metacognition

SRL

Motivation & Emotion

Strategic Action
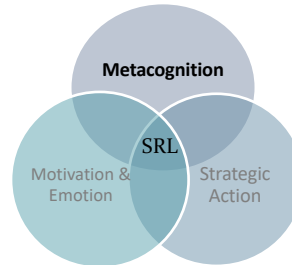
- How might Zack's knowledge of himself as a learner affect his participation in group activities?

- Does he understand what he is being asked to do and what he is expected to do to be successful in group activities?

Metacognition

What am I being asked to do?

How long will it take?

How can I be successful?

How am I doing?

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.

Slide 1

Metacognition

How did the teacher provide support?

WHAT HE DID

What am I going to do?
- Met with Zack each day before class, outlined the day's activities, invited him to choose one activity to work on his own.

W...
- Za... y to
  ch... e
  cla...

- Za... ith
  wa...
  th...

- Ov... this
  gro... a
  fin... e
  en... roup
  tas...

Slide 2

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

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.
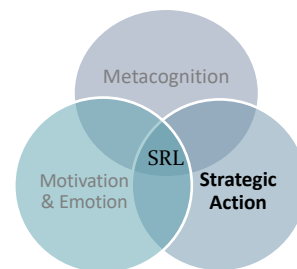
- Where could you imagine Jonathon might need more support?

- 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?

Metacognition

Motivation & Emotion

SRL

Strategic Action

Supporting Cycles of Strategic Action

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

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?

Cycles of
Strategic
Action

What's my
plan?

How am I
doing?

What
strategies
can I apply?

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 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

Where are you with supporting the development of SRL?

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Beginning

Developing — 42%
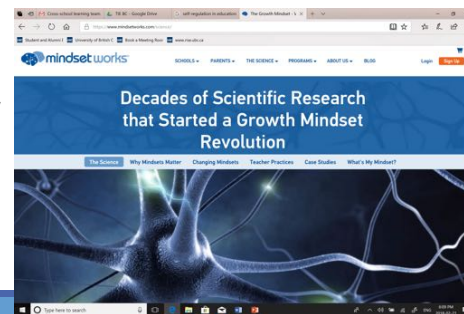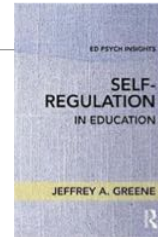
Accomplishing — 42%

Extending — 17%
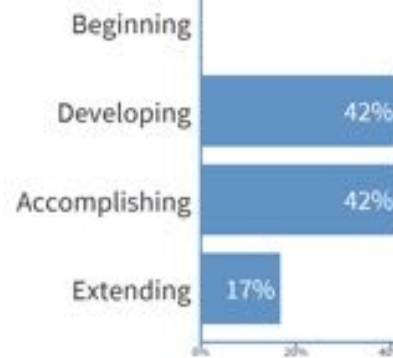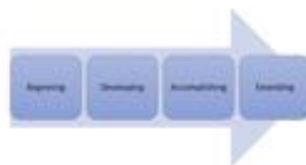
Poll Everywhere

Resources

Deb Butler, Leyton Schnellert, Nancy Perry (2017) Developing Self-Regulating Learners.

Jeffrey Greene (2017) Self-Regulation in Education

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

SRL as a Framework for Inclusion

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