

Teaching students to learn how to
learn academically, emotionally and
behaviorally

Helping students shift gears from teacher
direction to student regulation

Presentation Objectives

The purposes of this presentation are to:

- provide educators with a framework to understand self-regulation of learning, behavior, and emotion.
- This presentation will provide tools and a framework that teachers can use in the 2021-22 school year to teach self-regulation skills.
- Specific emphasis will address the transfer of responsibility from educators to students.

Outline

- **Introduction to presenter**
- **What is self-regulation of...**
 - Learning, Behavior, Emotions
- **Common elements across self-regulation**
- **Developing self-regulation skills**
 - Transfer strategies from adults to learners
- **Discussion / questions**

Introduction to presenter

- **Introduction to presenter**
- What is self-regulation
- Common elements across self-regulation
- Developing self-regulation skills
- Discussion / questions

Presenter

Prior experiences

- **School psychologist**
 - Urban schools, low resource, high stress (Milwaukee, WI)
 - Urban schools, medium resource, moderate stress (Virginia Beach)
 - Day treatment w/in schools
 - Therapy, consultation to support emotional / behavioral regulation of students

Current experiences

- **Assistant professor**
 - Research primarily addresses self-regulated learning

Presenter

- Match
 - Please ask or clarify if you have questions
 - or
 - if feel my perspective doesn't align with your experiences
- My perspective

Overview of Regulation

- Introduction to presenter
- **What is self-regulation**
- Common elements across self-regulation
- Developing self-regulation skills
- Discussion / questions

Multiple types of self-regulation

Emotion Regulation

Behavioral Regulation

Self-Regulated Learning



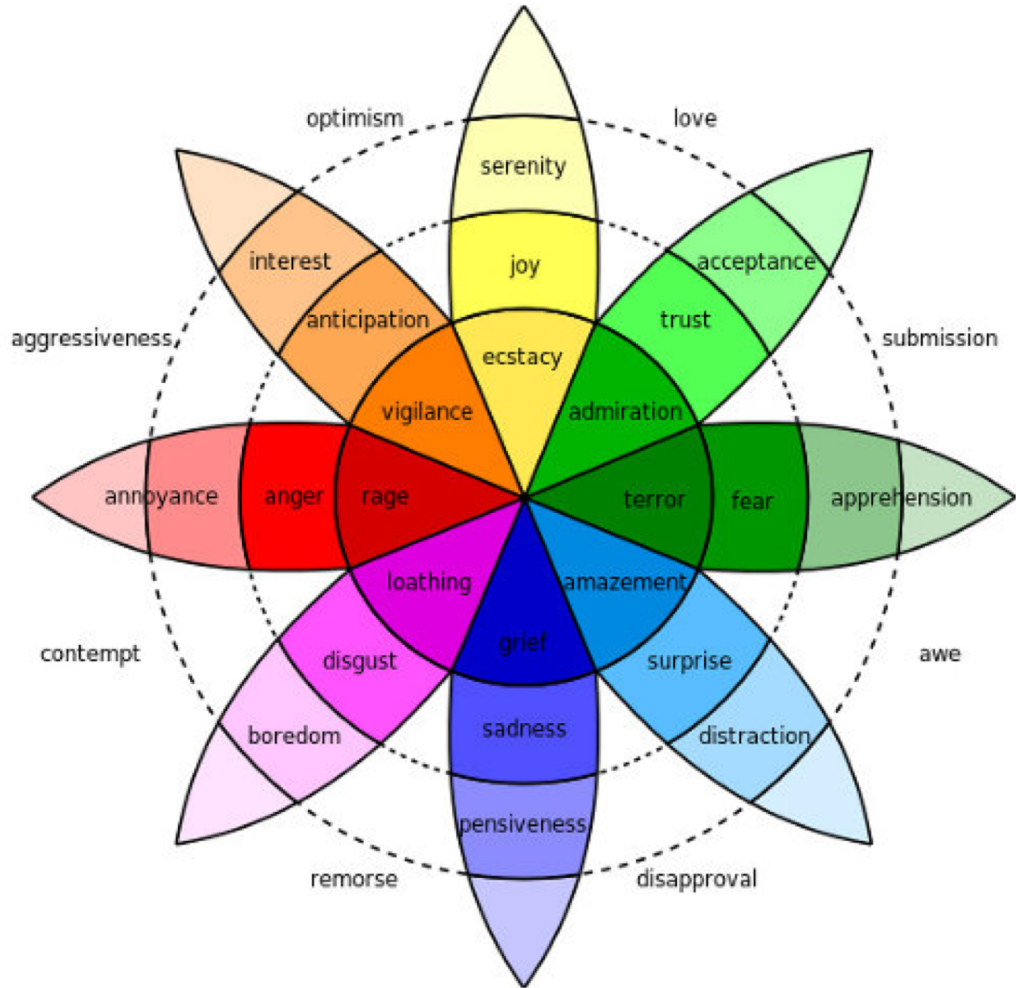
Prior
knowledge

Emotion Regulation Vignette

Emotion regulation - I have a student who throws major temper tantrums in class. The whole classroom of students need to leave the classroom because it gets dangerous. The team has agreed to work with this student to use deep breathing techniques to manage their emotions. However, once the student begins melting down, I try to get them to use deep breathing techniques and they start to panic saying, “I can’t breathe!!!”

Emotion regulation

What emotion(s) cause concern / challenges in your class?



Emotion Regulation (overview)



Emotion Regulation (overview)

Stressors



Emotion Regulation (overview)



Emotion Regulation (overview)



Emotion Regulation (overview)

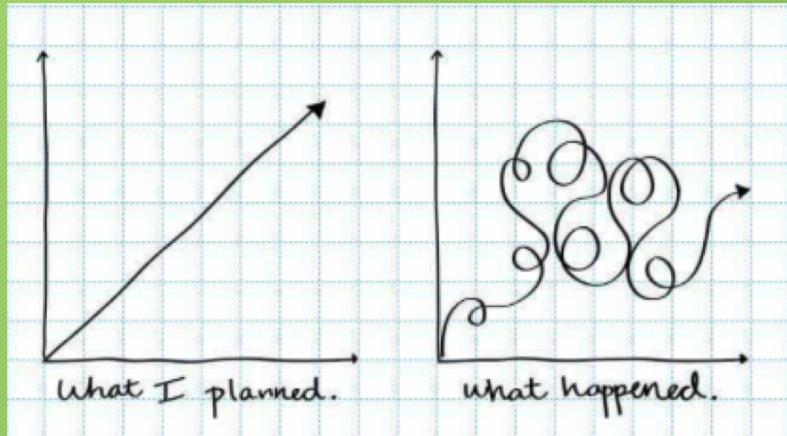


Behavior Regulation Vignette

Behavioral Regulation – My student chooses to interact with their peers rather than complete their work. I had a conversation with them, they said they wanted to do better, but when the time comes to work, they choose goofing off with peers over working. It's like they lied to me and it's frustrating.

Behavioral Regulation (overview)

Option 1



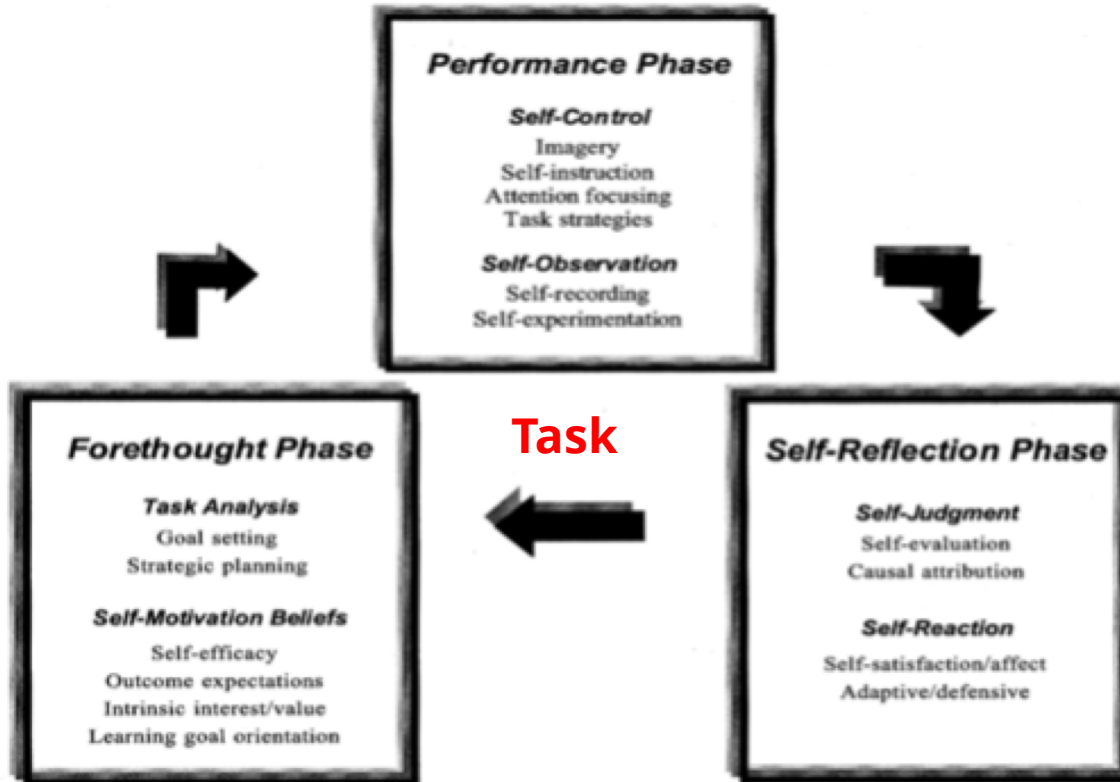
Option 2



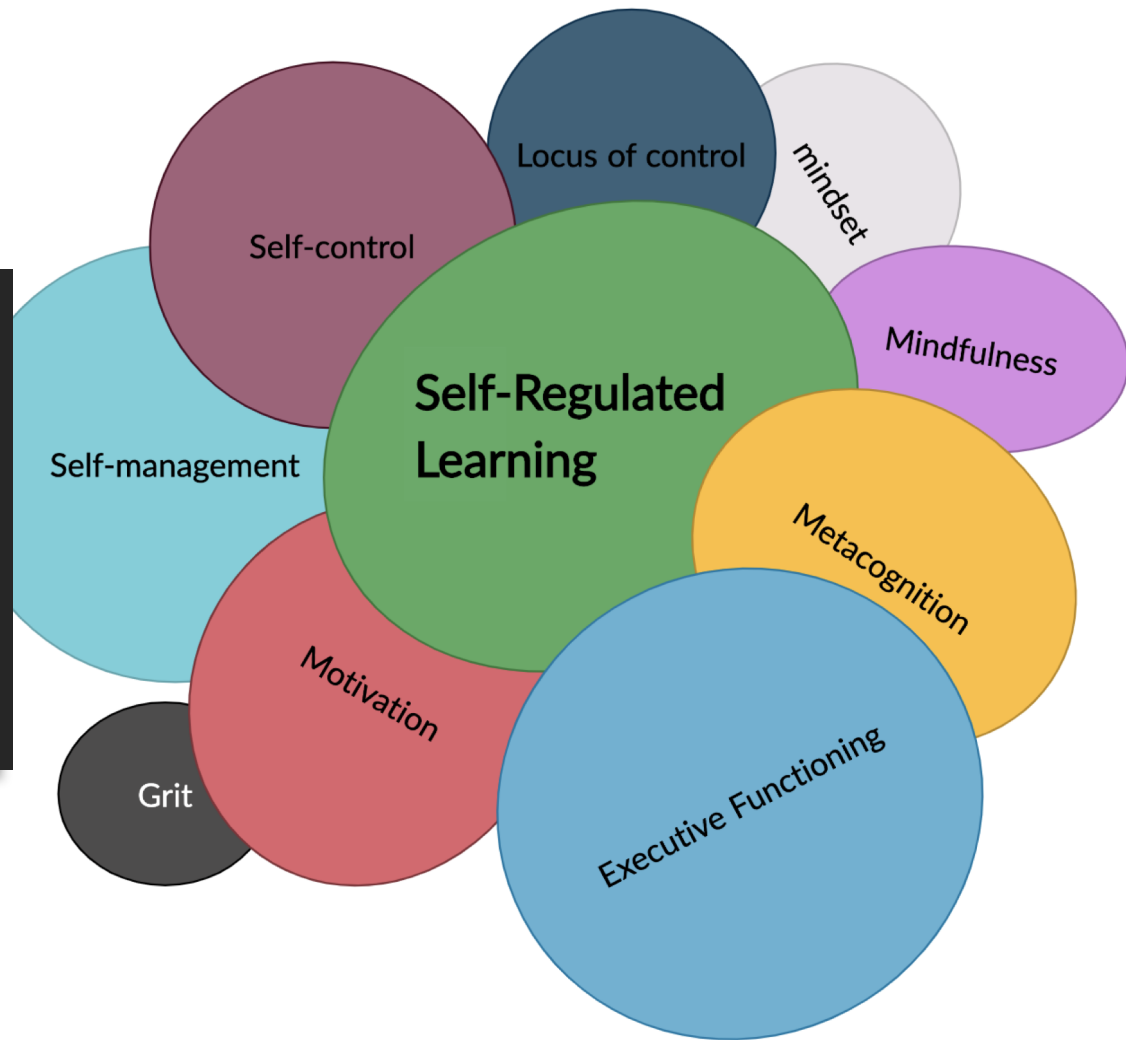
Self-regulated learning Vignette

Self-Regulation of Learning – Several of my students have earned poor grades on their quizzes, tests, and writing assignments. They frequently state that there is too much homework and that the tests are too hard. The writing that is turned in, is a mess. After I give them feedback, it feels like nothing changes. It feels like I'm wasting my time grading their work.

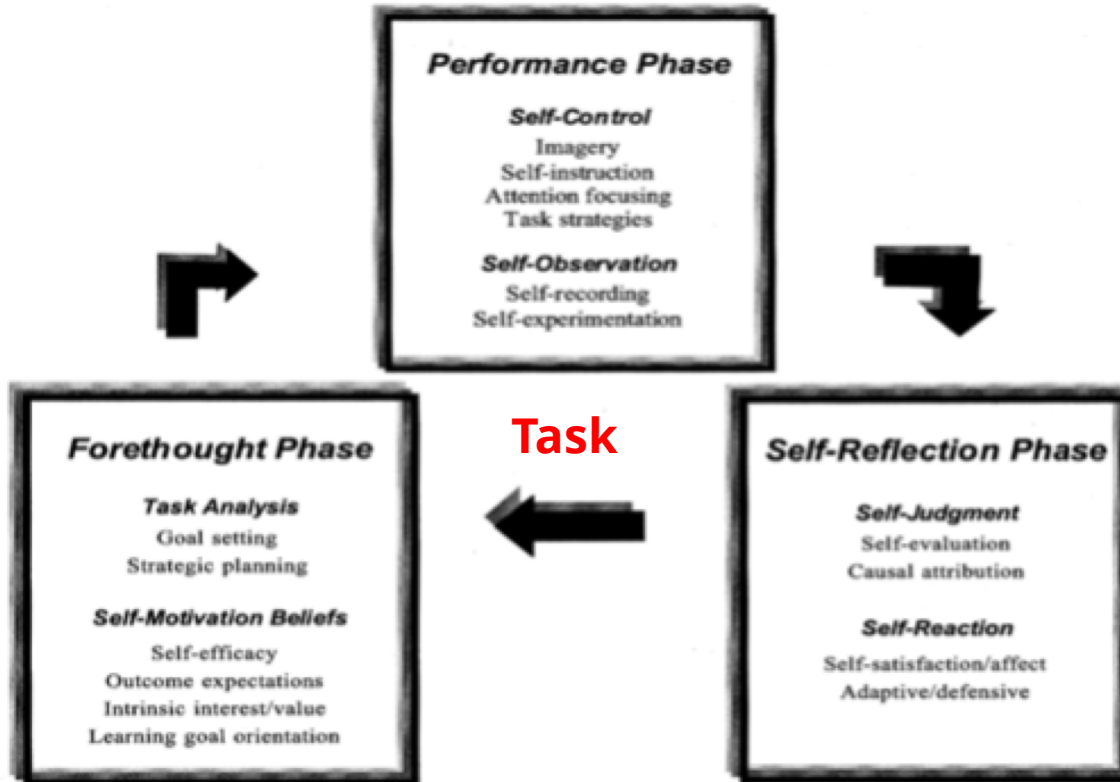
Self-Regulated Learning (Overview)



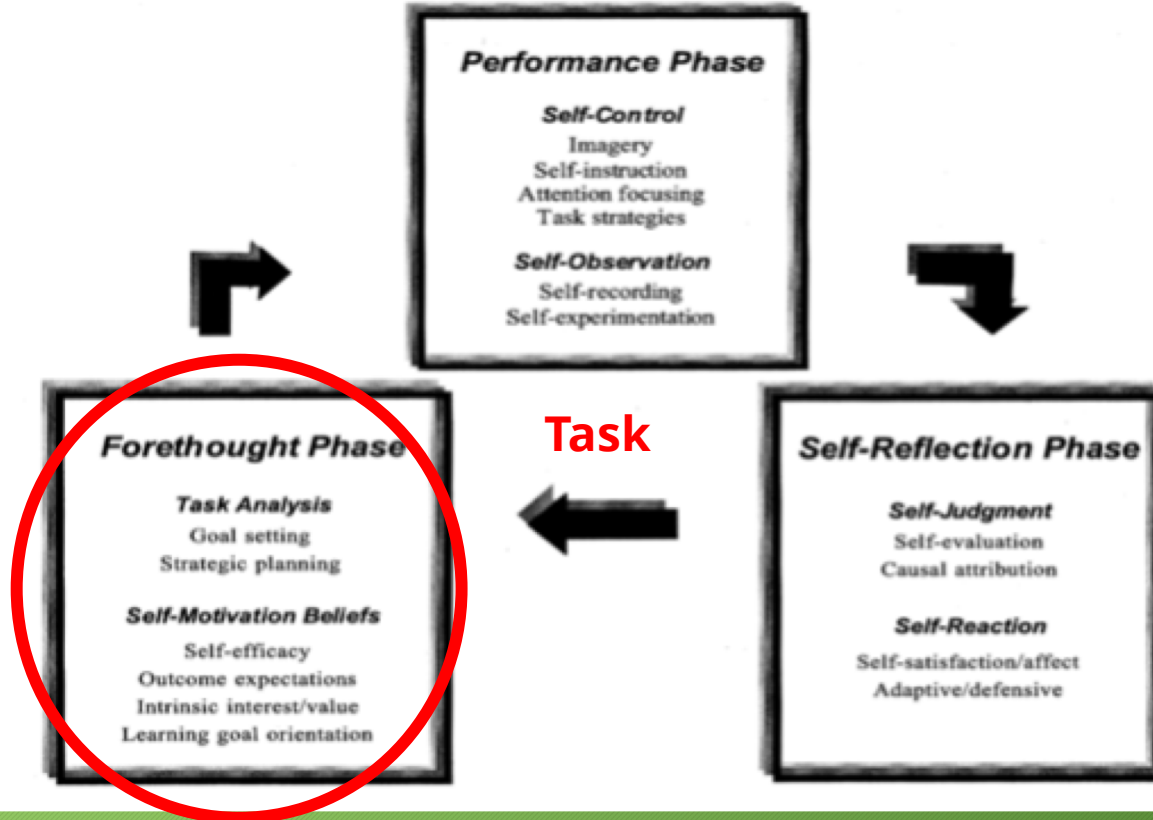
Overlap of Constructs



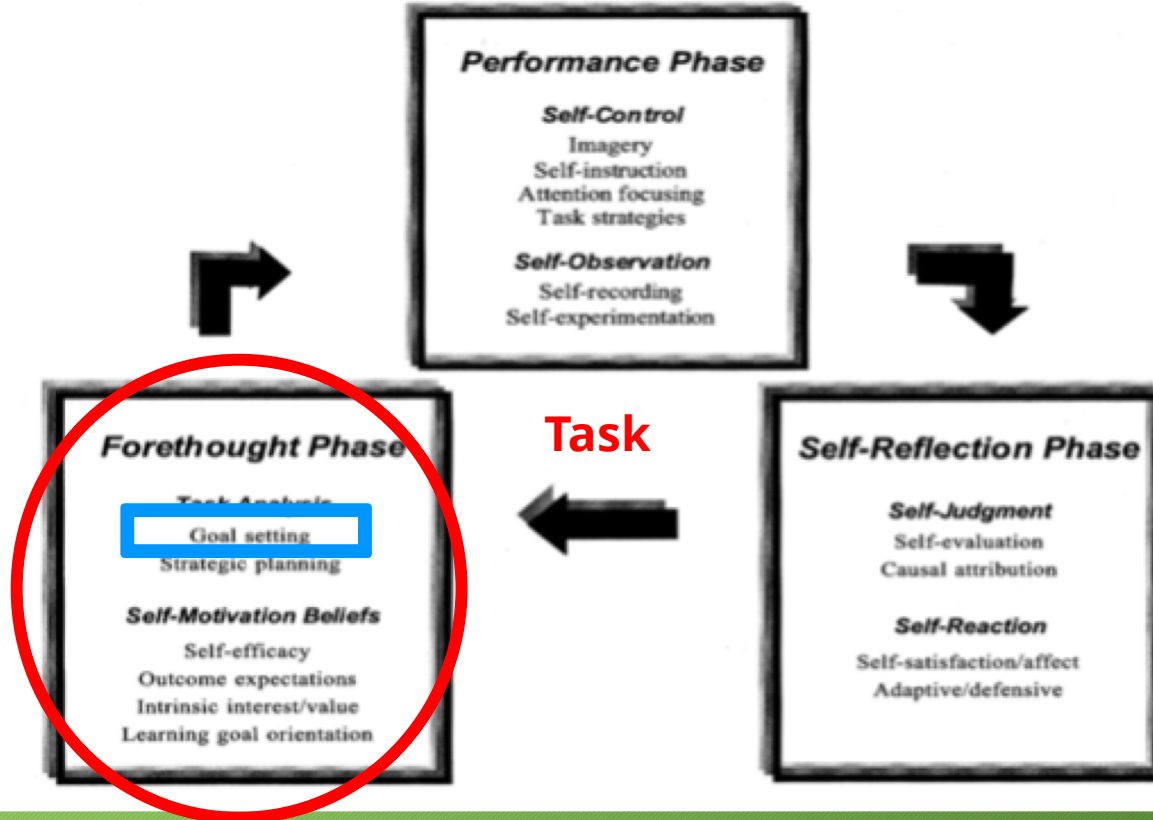
Self-Regulated Learning (Overview)



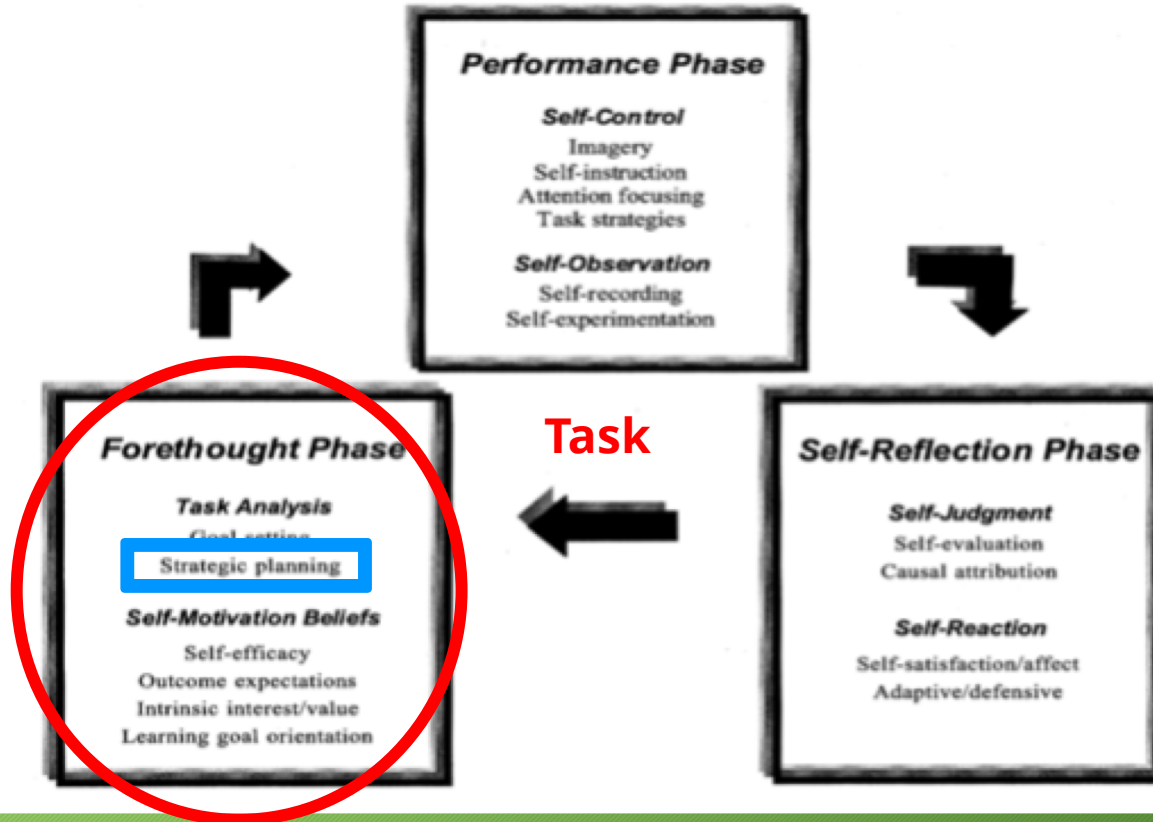
Self-Regulated Learning (Overview)



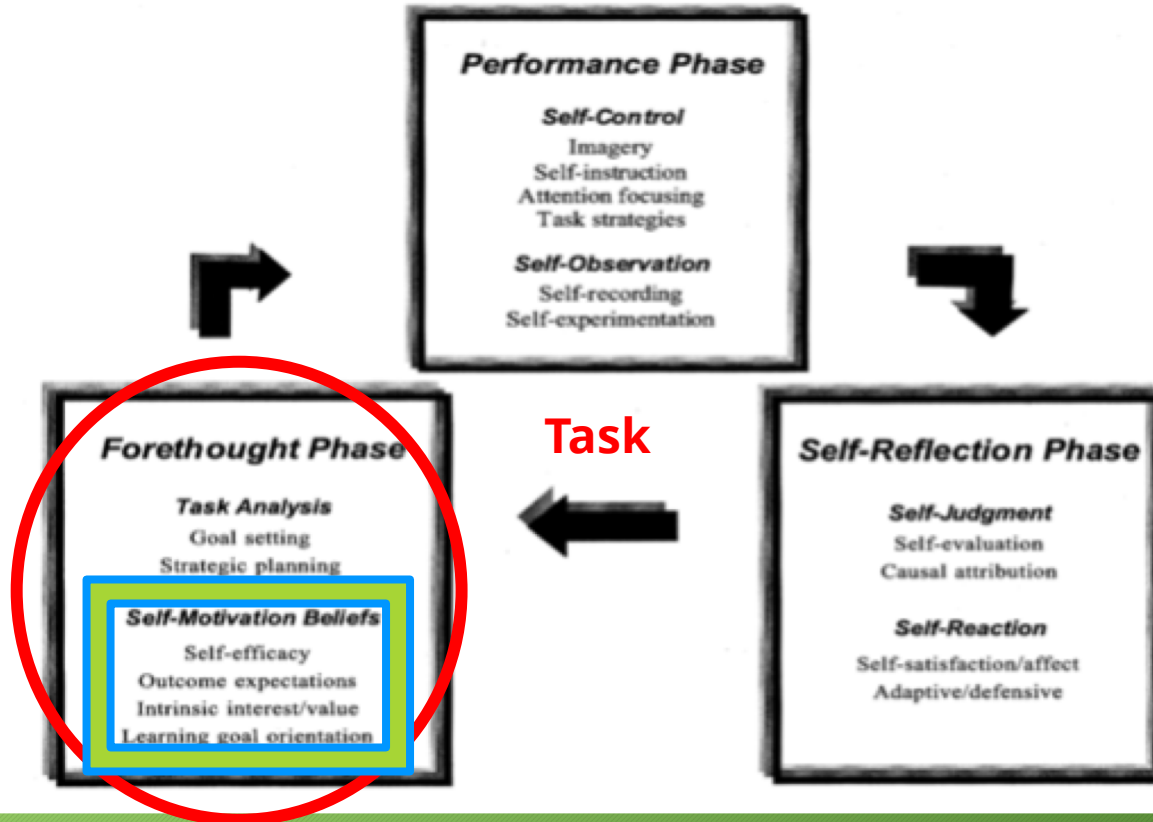
Self-Regulated Learning (Overview)



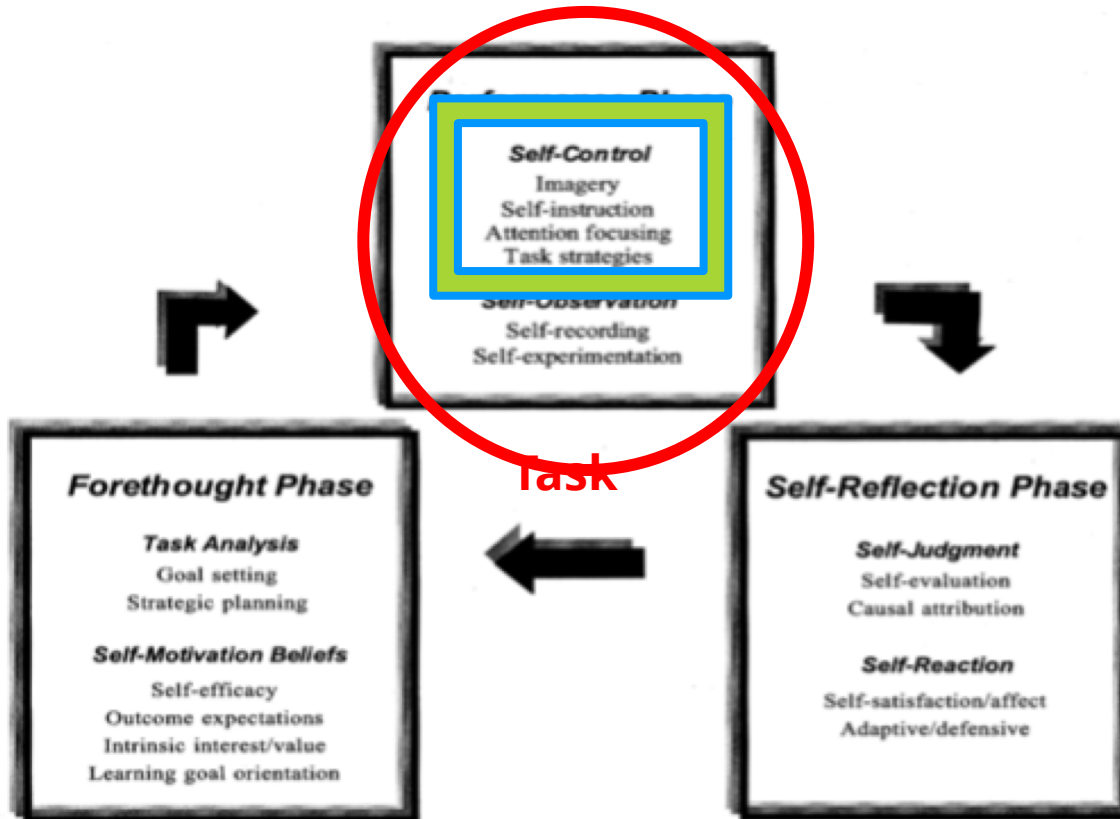
Self-Regulated Learning (Overview)



Self-Regulated Learning (Overview)



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Self-Regulated Learning (Overview)



Self-Regulated Learning (Overview)



Self-Regulated Learning (Overview)



Common Elements of Self-Regulation

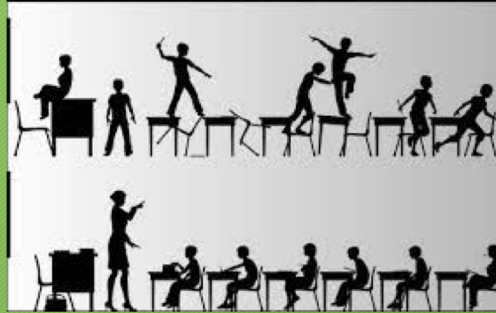
- Introduction to presenter
- What is self-regulation
- **Common elements across self-regulation**
- Developing self-regulation skills
- Discussion / questions

Common Elements: Goal attainment

Self-regulated learning

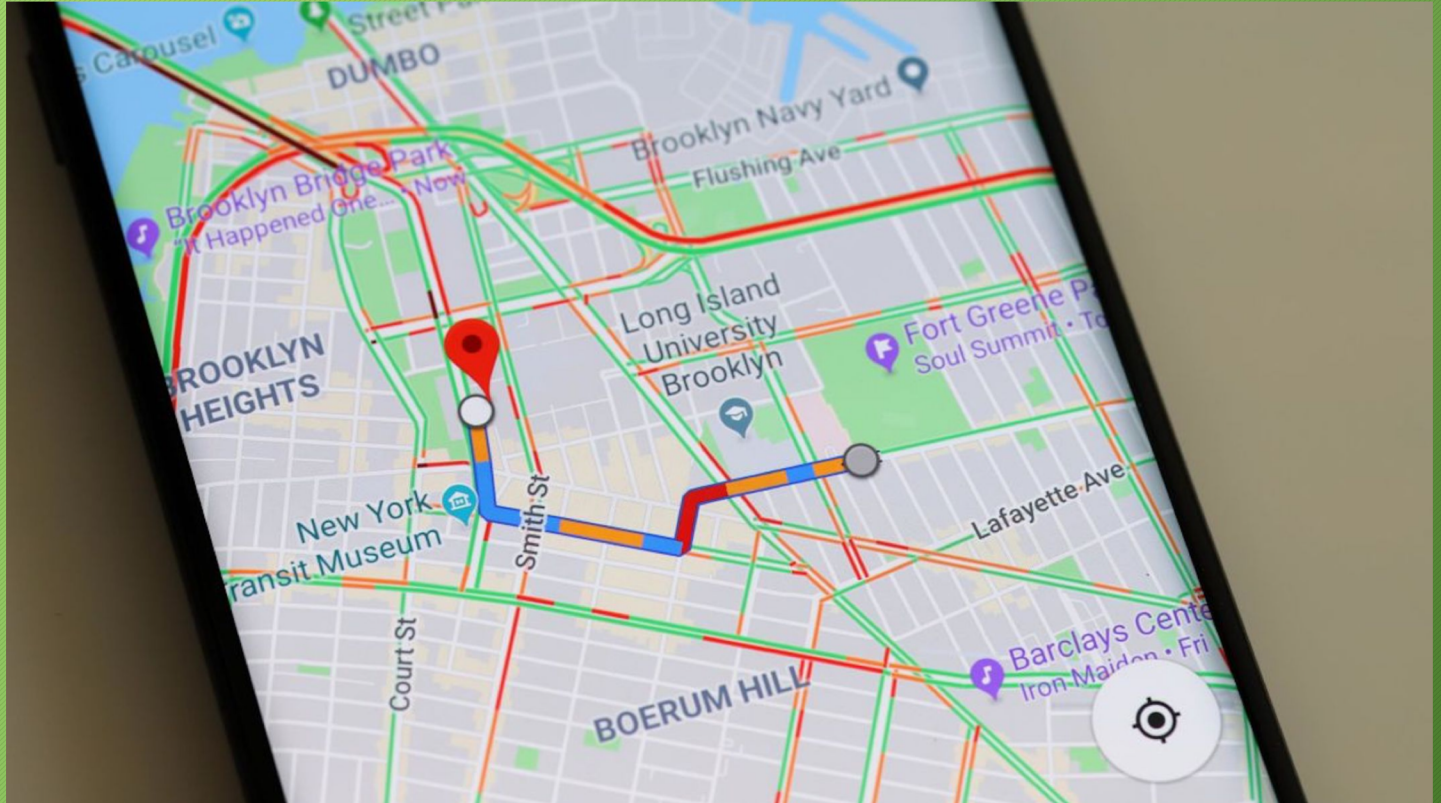
Behavioral Regulation

Emotional Regulation



Benefits of goals

What are the benefits of using GPS?



Common Elements: Strategies

Emotion Regulation

Behavioral Regulation

Self-Regulated Learning



Emotion regulation strategies

Increase arousal:

- Think happy thoughts
- Talk about your feelings
- Physical exercise
- Massage
- ~~ask for a hug~~
- strong scents
- bright lights
- listen to loud music

Decrease arousal:

- Talk to my parents/friends
- Breathing exercises
- Physical exercise
- ~~use a fidget~~
- Take a break
- Read
- Deep pressure
- Slow movement
- Soft lighting
- Listen to music
- Relax muscles
- Examine reaction / Situation match
- Sensory break
- Count to 20
- Walk away
- STOP!
- Journal

Behavior Strategies

Environmental strategies

- Craft work environment conducive to work
- Eliminate distractions

Motivational strategies

- Positive self-talk (e.g., “you can do this”)
- Increase self-efficacy
- Pique situational interest
- Incorporate personal interests
- Harness task-value

Behavioral strategies

- Use operant, behavioral techniques (discussed later in greater depth)

Self-regulated learning strategies


Cognitive

- Reduce cognitive requirements, increase learning efficiency, increase learning durability

Metacognitive

- Enhance awareness of one's thinking (Summarizing, paraphrasing, asking oneself questions, etc...)

Task-specific strategies

- Audience share 

Common Elements: Awareness

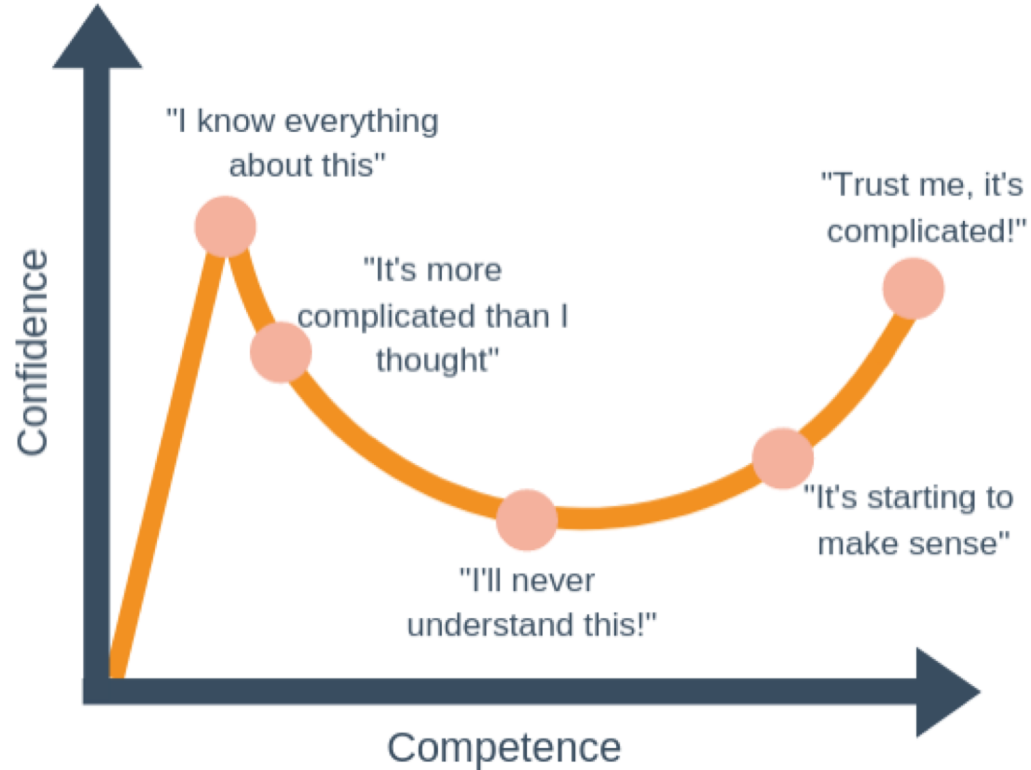
Emotion Regulation

Behavioral Regulation

Self-Regulated Learning



Qualities of Adaptive Awareness



Developing Self-Regulation Skills

Goal-setting, strategies, and awareness

- Introduction to presenter
- What is self-regulation
- Common elements across self-regulation
- **Developing self-regulation skills**
- Discussion / questions

Developing Goal-setting

- Common elements across self-regulation
- Developing self-regulation skills
 - Goals
 - Strategies
 - Awareness

Setting effective goals

Specific

Measurable

Attainable

Relevant

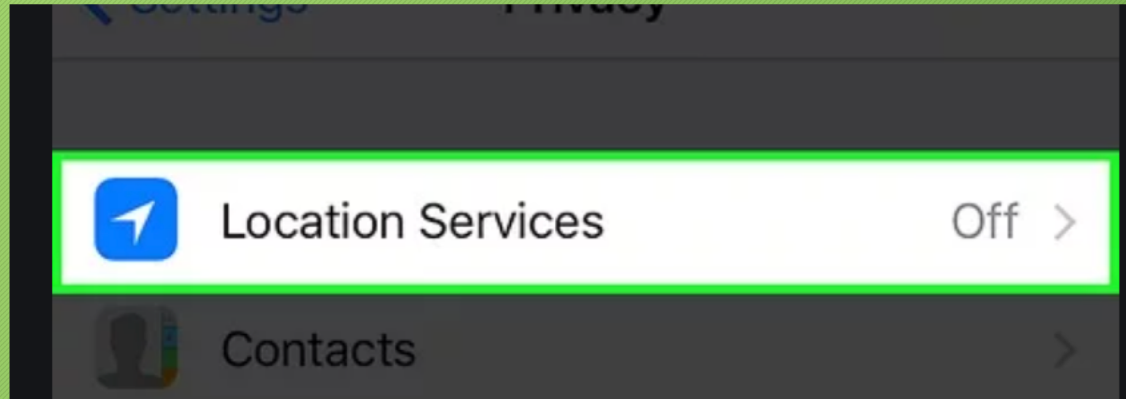
Time bound

Specific

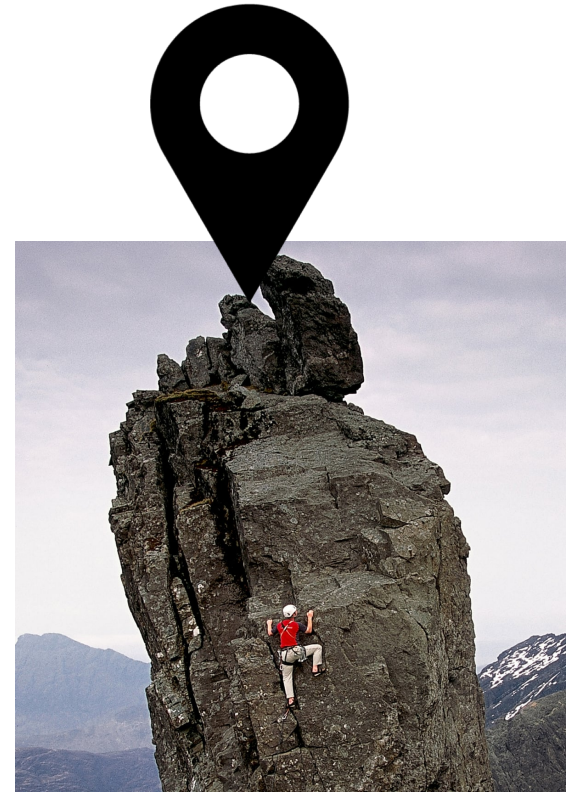
“You have arrived....”



Measurable



Attainable

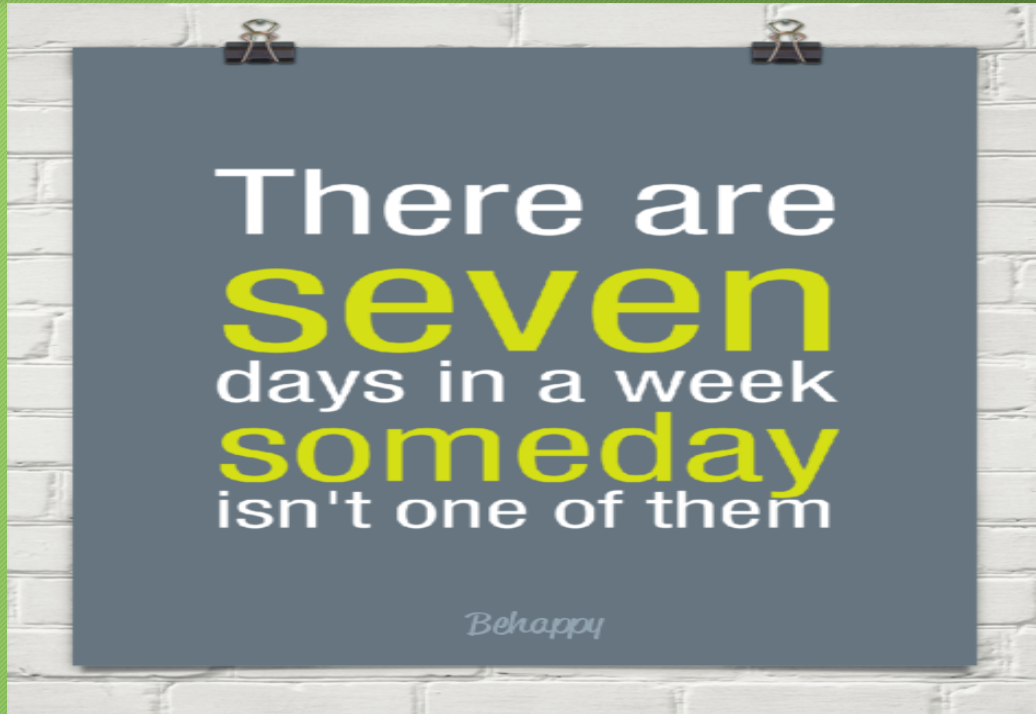


Relevant





Time bound



Developing Strategies

- Common elements across self-regulation
- Developing self-regulation skills
 - Goals
 - Strategies
 - Awareness

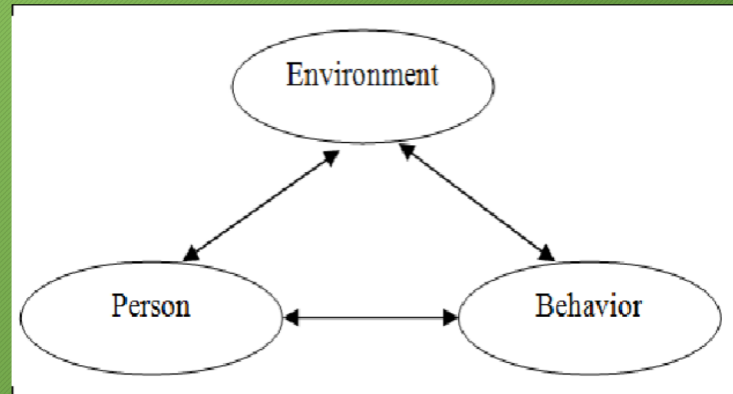
Developing Strategies

- Behavioral methods
 - Stimulus → Response

- Social cognitive theory

DOES THE NAME
Pavlov
RING A BELL?

.....



Behavioral Methods: Operant conditioning

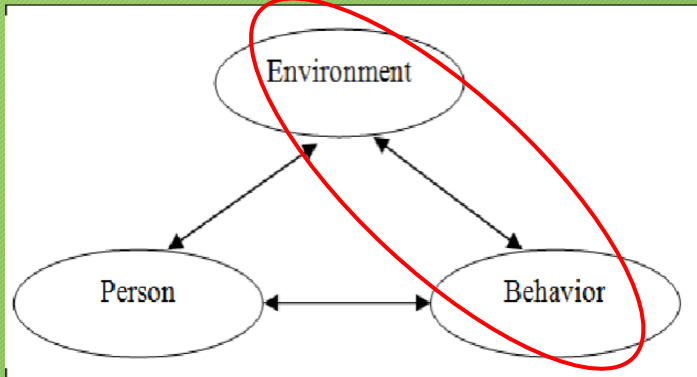
Behavior

Something good is added
Something bad is removed

**Increase
behavior**

Something good is taken away
Something bad is added

**Decrease
behavior**



Social cognitive factors

Personal

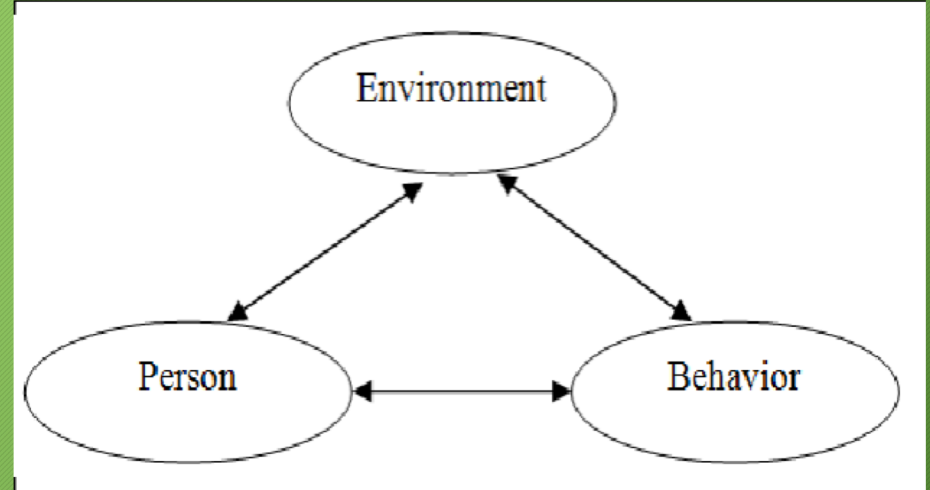
- Motivation
- Knowledge

Environment

- Modeling
- Conducive

Behavior

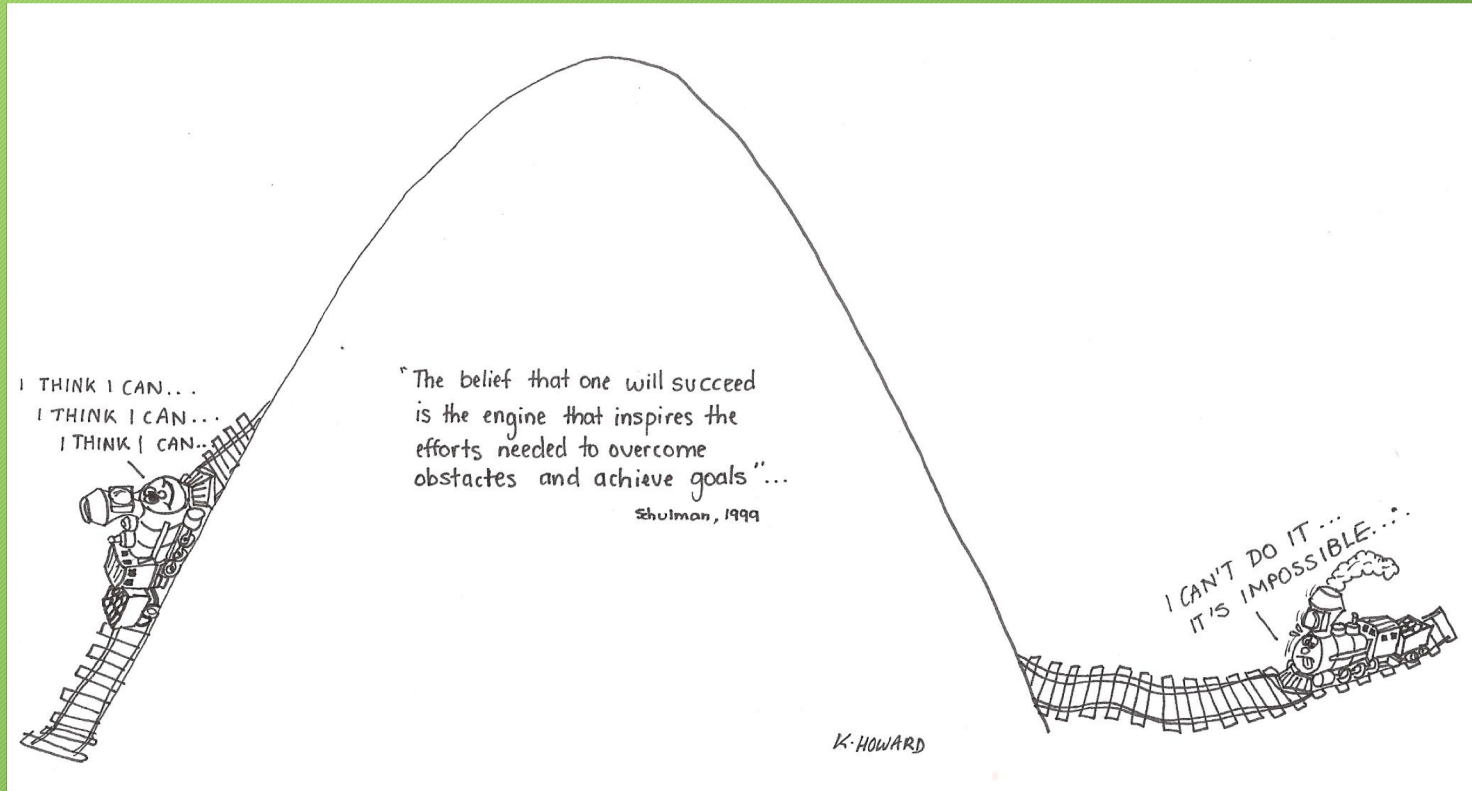
Discussed in relation to behavior theory



Personal Factors: Motivation



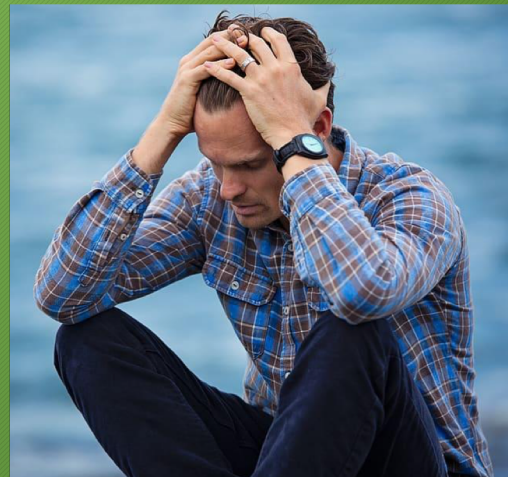
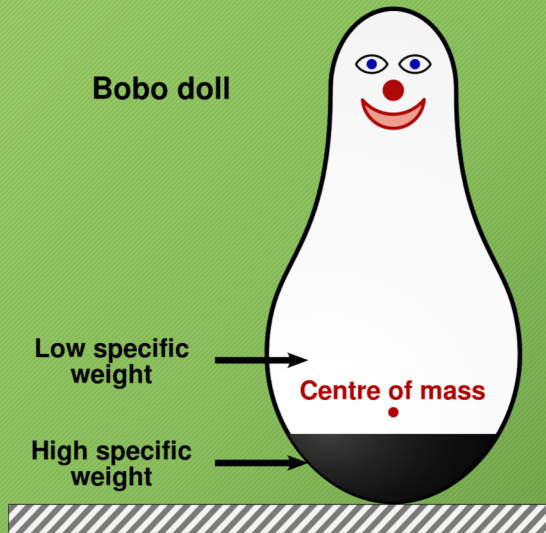
Self-efficacy



Building self-efficacy

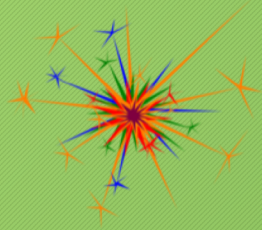


Bobo doll



Interest

Attention
-Spark-



Situational
Interest

Pose an
interesting
question

Agency
-Kindling-



Sustained
Situational
Interest

Project-based
learning

Encourage
-Oxygen-



Personal
Interest

Challenges
-Logs-



Sustained
Personal
Interest

Positive feelings

Knowledge development

Task-Value

It does NOT look
like running is his
passion



Personal Factors: Knowledge



Knowledge required for effective strategies

The strategy
has to be
effective



Knowledge required for effective strategies

The strategy
has to be
effective

Know the
strategy



Knowledge required for effective strategies

The strategy
has to be
effective

Know the
strategy

Know when to
use the strategy



Knowledge required for effective strategies



Knowledge required for effective strategies



Knowledge required for effective strategies

The strategy has
to be effective

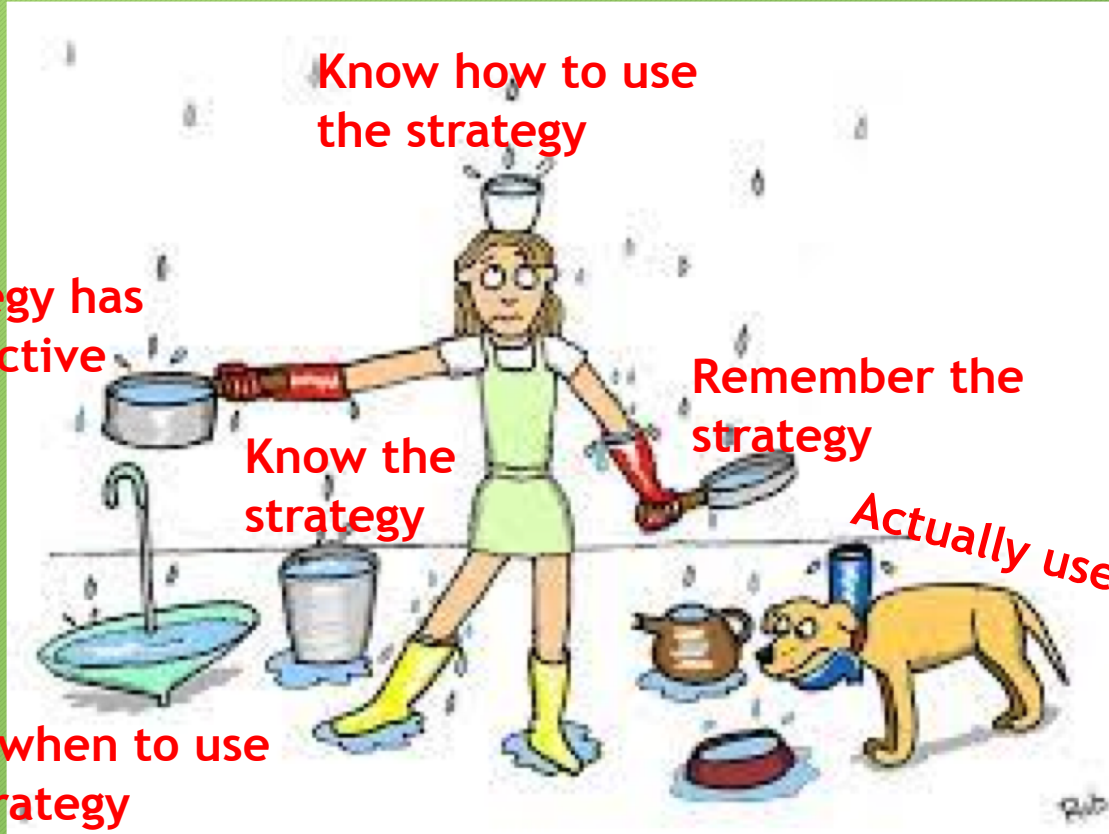
Know how to use
the strategy

Know the
strategy

Remember the
strategy

Actually use
the strategy

Know when to use
the strategy






Transferring Responsibility for Strategies



Transitioning responsibility for strategies

Topic	I do, you watch	I do, you help	You do, I help	You do, I watch
Packing one's backpack	I pack your backpack while you watch	Let's pack your backpack together	Not it's your turn to pack the backpack, but I'm here to help	Encouragement provided as necessary
	Some learners never get this or are never given the opportunity to progress out of this			Some learners are expected to be here without the other steps put in place or never get the chance to act autonomously

Transitioning responsibility for strategies

Topic	I do, you watch	I do, you help	You do, I help	You do, I watch
Selecting the right strategy	Model strategies	??? 	??? 	??? 

Transitioning responsibility for strategies

Topic	I do, you watch	I do, you help	You do, I help	You do, I watch
Selecting the right strategy	Model strategies	Have the student help you pick a strategy for your current feelings	Have the student pick a strategy to manage their feelings and you help	Have the student select a strategy independently

Transitioning responsibility for strategies

Topic	I do, you watch	I do, you help	You do, I help	You do, I watch
Selecting the right strategy	Model strategies	Have the student help you pick a strategy for your current feelings	Have the student pick a strategy to manage their feelings and you help	Have the student select a strategy independently
Reinforce	??	??	??	??

Behavioral Methods: Operant conditioning

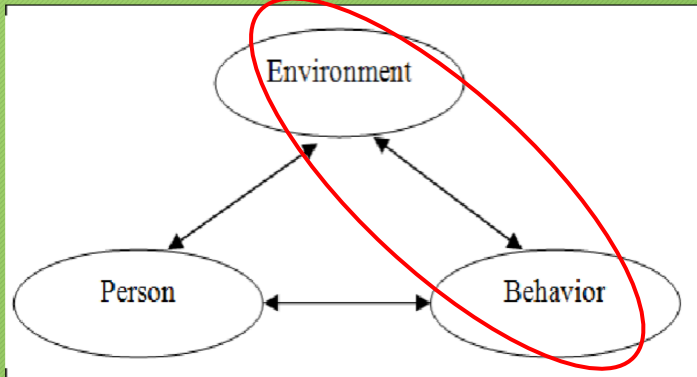
Behavior

Something good is added
Something bad is removed

**Increase
behavior**

Something good is taken away
Something bad is added

**Decrease
behavior**



Operant conditioning via token economies

Token economies

- Complete desirable behaviors → receive token to be traded for bigger reward







Considerations

- Positive over negative
- Not losing earned tokens
- Contingencies need to be clear
- Rewards are not accessed via alternate route

Operant conditioning w/ shaping



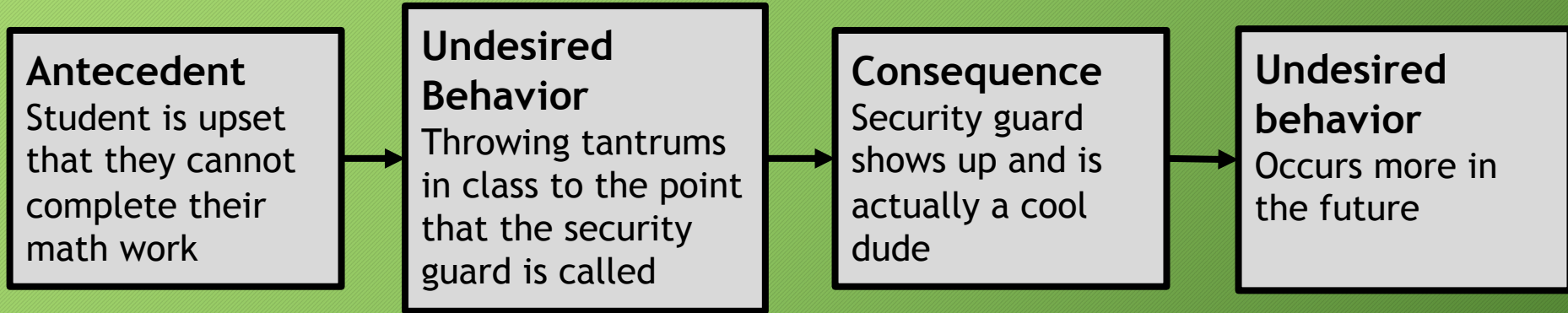
Transitioning responsibility for strategies

Topic	I do, you watch	I do, you help	You do, I help	You do, I watch
Taking a break to calm down	You identify for the student that YOU need a break	You explain that YOU are getting stressed and inquire what you should do	You query the student if they are headed toward needing a break and collectively decide that is best	The student identifies that they need a break independently
Reinforce	???	???	???	???
				

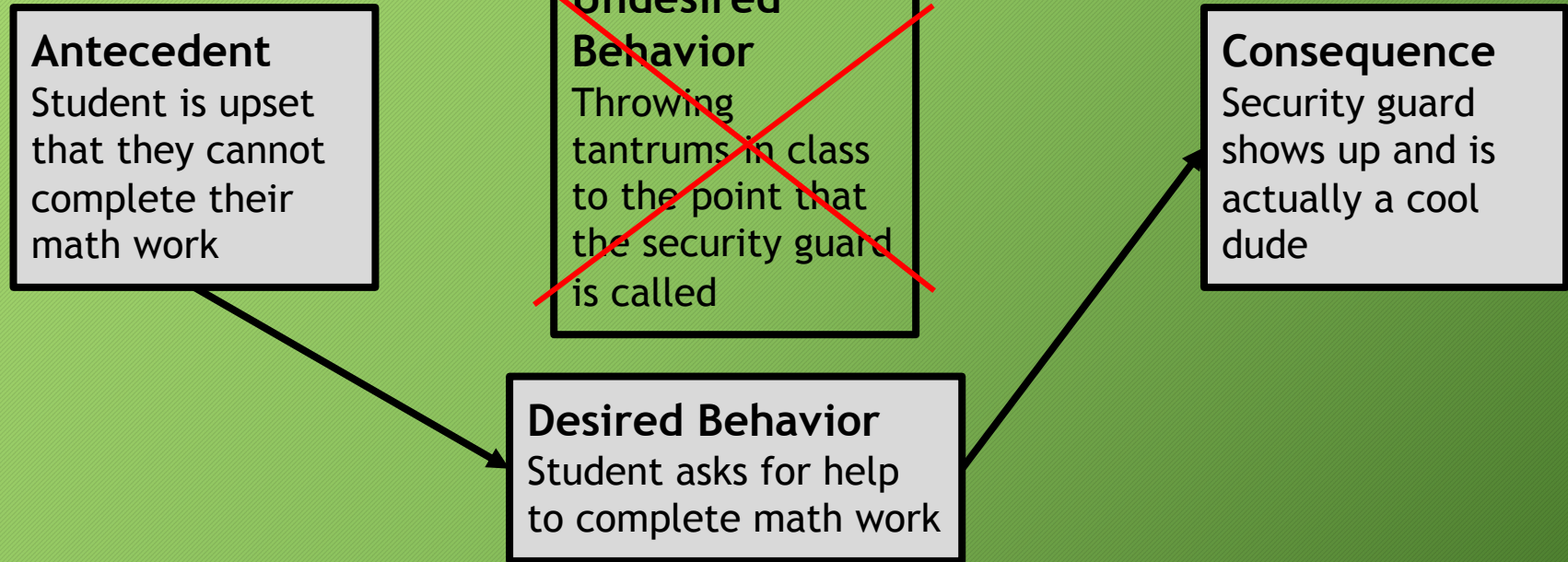
Transitioning responsibility for strategies

Topic	I do, you watch	I do, you help	You do, I help	You do, I watch
Taking a break to calm down	You identify for the student that YOU need a break	You explain that YOU are getting stressed and inquire what you should do	You query the student if they are headed toward needing a break and collectively decide that is best	The student identifies that they need a break independently
Reinforce	Reinforce observing	Reinforce helping you decide to take a break	Reinforce when the student takes the break without a fuss	Reinforce taking the break independently

Identifying reinforcements



Identifying reinforcements



Fading of reinforcement



Developing Awareness

- Common elements across self-regulation
- **Developing self-regulation skills**
 - Goals
 - Strategies
 - **Awareness**

Developing Awareness

- **Emotional**

- Becoming aware of triggers and warnings of meltdowns

- **Behavior**

- Becoming aware of behavior and behavior lapses
 - Self-management interventions

- **Self-regulated learning**

- Becoming aware of achievement and use of effective technique
 - Self-recording
 - Metacognitive prompts

Collecting
data

&

Examining
data

Steps in monitoring

Selecting and defining target behavior

- Select a behavior
- Define the behavior
- Discuss behavior w/ child to reach agreement
- On-Task behavior
- **Examples:** Being in your seat, working on the task
- **Non-examples:** Talking with friends, watching cartoons, zoning out
- If they don't know what the behavior is, they won't know what is expected & you might encounter power struggles

Steps in monitoring

Setup a tracking system

Self-Monitoring Form C

Date	<input type="checkbox"/> Morning <input type="checkbox"/> Afternoon <input type="checkbox"/> Evening	
Describe Behavior:		
Interval Number	I was doing the behavior when the bell rang?	Notes
Interval 1	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Interval 2	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Interval 3	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Interval 4	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Interval 5	<input type="checkbox"/> Yes <input type="checkbox"/> No	

- Create a monitoring form
 - Time on task
 - Use beep track
 - At each beep, your child checks a box
 - I was on task or not on task (YES / NO)

https://www.interventioncentral.org/sites/default/files/pdfs/pdfs_blog/self_management_self_monitoring_2.pdf

Monitoring system

Part 2

- **Monitoring work time**

1. Set a timer for 20 minutes
2. Child WORKS for the 20 minutes
3. Timer sounds
4. Tally
5. Take 2-minute break
6. Repeat 3 times then longer break

1	Tally Box: Write a mark (✓) in this box each time the target behavior occurs:		Total Behaviors for Session
Date: ___/___/___		>	
2	Tally Box: Write a mark (✓) in this box each time the target behavior occurs:		Total Behaviors for Session
Date: ___/___/___		>	

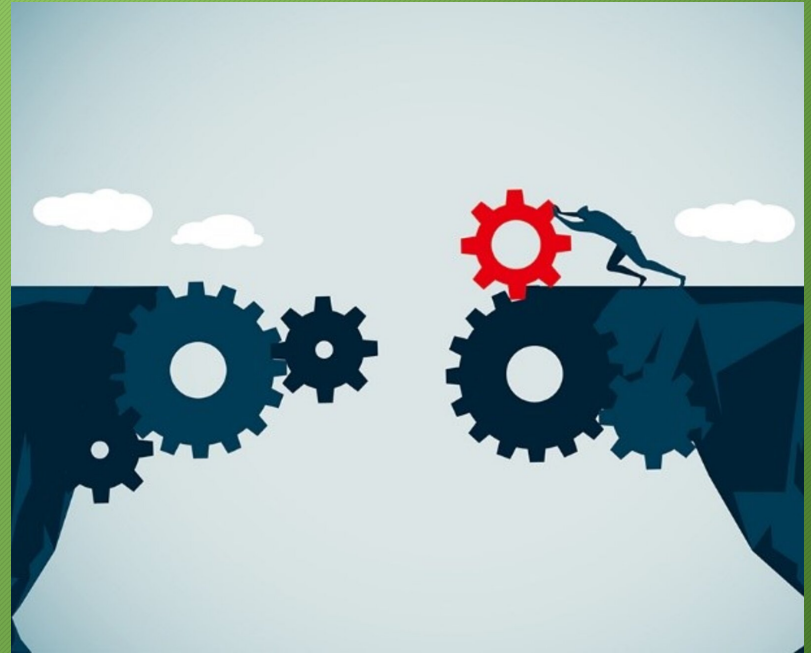
Steps in monitoring Reach agreement

- Reach agreement between you and your child
- Reward
- Repeat ~ 4 or 5 times



Steps in monitoring Transfer Responsibility

- You and child set goal
- Child monitors independently
- Goal met → reward
- Check accuracy periodically



Shameless advertisement

Developing self-regulated learning skills specifically

- Online program offered next January
 - If you are interested, please reach out:
greg.callan@usu.edu

Discussion and Questions