SOS:
Helping Students Become Independent Learners

Use this outline to follow along with the module's main features. The blank "Notes" panels below each section are interactive and can be filled in using Adobe Acrobat. Otherwise, print this document and record your notes by hand.

Module Home

- Module Description: This module describes how teachers can help students stay on task by learning to regulate their behavior. The four strategies discussed are self-monitoring, self-instruction, goal-setting, and self-reinforcement (est. completion time: 1.5 hours).
- *STAR Legacy* Cycle
- Related to This Module
  - Link: Module Outline
  - Video: Navigating an IRIS *STAR Legacy* Module
  - Link: IRIS and Adult Learning Theory
  - Wrap-Around Content Map

Challenge

- Video: Ms. Torri has always enjoyed working to help all her students achieve their ultimate potential, but for two of them, Alexandra and Zack, she just can't seem to find the right approach.

Notes

Initial Thoughts

- Why do you suppose Zach and Alexandra can't stay on task and are so easily distracted?
- What might Ms. Torri consider to help her students stay on task and also to help her regain some lost instructional time?
- What techniques will help Alexandra and Zach become independent learners, and how can they gain those skills?

Notes

SOS:
Helping Students Become Independent Learners

Perspectives & Resources

❖ Module Objectives

- After completing the entire Perspectives & Resources section and reviewing the accompanying activities, you should:
  ◦ Understand self-regulation techniques
  ◦ Know when and where it is appropriate to use self-regulation strategies
  ◦ Be able to list and describe four major types of self-regulation strategies
  ◦ Be able to describe the steps used to implement each of these self-regulation strategies
- This IRIS Module aligns with the following licensure and program standards and topic areas…

Notes

❖ Page 1: Self-Directed/Teacher-Directed Steps

- Explanation of self-directed strategies
- Explanation of teacher-directed strategies
- Steps/Self-directed/Teacher-directed [table]
- A middle-school social studies teacher has a student named Bob who does not consistently bring his textbook and other materials to class
  ◦ Steps/Self-directed/Teacher-directed [table]
- Benefits of Self-Directed Behavior Strategies
- Benefits for Students [bullet points]

Notes

❖ Page 2: Self-Regulation

- Benefits for Students [bullet points]
- Benefits for Teachers [bullet points]

SOS:
Helping Students Become Independent Learners

- Benefits for Students with Disabilities [bullet points]
- Audio: Tom Lovitt, Professor Emeritus from the University of Washington and a pioneer in the field, reflects on his work
- The teacher's role [bullet points]
- Four major types of self-regulation strategies [bullet points]

Notes

❖ Page 3: Guidelines for Use: Who, What, When, Where, and Why?

- The 5 W's
- Questions for teachers to ask to determine whether self-regulation is appropriate [numbered list]
- Sample Scenarios
  ◦ John
  ◦ Sam
- Activity: Is Elena a good candidate for self-regulation?
  ◦ Link: Answers

Notes

❖ Page 4: Self-Monitoring

- Benefits for All Students [bullet points]
- Benefits for Students with Disabilities [bullet points]
- Self-Monitoring of Attention
- Self-Monitoring of Performance
- Steps in Self-Monitoring
  ◦ Link: Select a behavior to self-monitor
    ▪ SOAP
    ▪ For Your Information

SOS:
Helping Students Become Independent Learners

- ◦ Link: Collect baseline data
  - ▪ Duration and frequency
  - ▪ Keep In Mind
- ◦ Link: Obtain willing cooperation
- ◦ Link: Teach the procedures
  - ▪ Steps for the teacher to follow [bullet points]
  - ▪ For Your Information
- ◦ Link: Monitor independent performance
- • Video: Ms. Torri implements SMA with Alexandra
- • Activity: SMP with Zach
  - ◦ Link: Step 1
  - ◦ Link: Step 2
  - ◦ Link: Step 3
  - ◦ Link: Step 4

Notes

❖ Page 5: Self-Instruction

- • Audio: Robert Reid explains why a teacher would want to teach students to use self-instruction
- • The Advantages of Self-Instruction [bullet points]
- • Types of Self-Instruction
  - ◦ Audio: Example of defining the problem
  - ◦ Audio: Example of generating plans to maintain focus
  - ◦ Audio: Example of applying a strategy for the order of operations
  - ◦ Audio: Example of self-evaluation
  - ◦ Audio: Example of coping with a difficult problem or situation
  - ◦ Audio: Example of self-reinforcement for a job well done
- • Audio: Karen Harris discusses self-instruction for children with and without learning difficulties
- • Audio: Karen Harris tells a story about a young student with learning difficulties in her study
- • Self-Instruction Steps
  - ◦ Link: Discuss the importance of what we say to ourselves
    - ▪ Ms. Torri helps Zach with his assignment
  - ◦ Link: Develop appropriate self-statements

SOS:
Helping Students Become Independent Learners

- ▪ Keep in Mind [bullet points]
- ▪ Four areas of self-instruction
- ▪ Getting started
- ▪ Staying on task
- ▪ Coping with difficulties
- ▪ Giving reinforcement
  - ◦ Link: Model and discuss how and when to use self-statements
    - ▪ Ms. Torri models self-instruction for Zach
  - ◦ Link: Practice the use of self-statements
    - ▪ Students help selected the behavior to be modified

- • Keep in Mind
- • Activity: Using self-instruction
  - ◦ Link: Self-instructions for the careless worker
  - ◦ Link: Self-instructions for the frustrated reader
  - ◦ Link: Self-instructions to improve negative self-talk
  - ◦ Link: Self-instructions to improve self-communication

Notes

❖ Page 6: Goal Setting

- • Benefits for Teachers & Students [bullet points]
- • Steps for improving Zach's math performance [arrowed list]
  - ◦ Choose an appropriate goal
  - ◦ Determine a timeline
  - ◦ Establish progress monitoring
- • "If you aim for nothing, you will hit it every time"

Notes

SOS:
Helping Students Become Independent Learners

❖ Page 7: Self-Reinforcement

- Benefits for Students [bullet points]
- Steps for Self-reinforcement [arrowed list]
  ◦ Set a goal for receiving rewards
  ◦ Select a reinforcer
  ◦ Determine student evaluation procedures
  ◦ Administer the reinforcer
- For Your Information
  ◦ Tangible [bullet points]
  ◦ Social [bullet points]
  ◦ Activity [bullet points]

Notes

❖ Page 8: Multiplying Success

- Video: Tips for using self-regulation strategies
  ◦ Video summary [bullet points]
- Student Outcomes
  ◦ Audio: Torri Lienemann discusses how self-regulation has improved learning outcomes for one of her students
  ◦ Audio: Sabre discusses how these strategies helped him write better stories
- Self-regulation life management skills [bullet points]
- Audio: Sabre's mom discusses how self-regulation strategies have impacted other areas of his life
- Audio: Karen Harris discusses how "The Little Professor" transferred the strategies he learned in the classroom to a novel situation

Notes

SOS:
Helping Students Become Independent Learners

❖ Page 9: References & Additional Resources

- Suggested module citation
- References
- Additional Resources

❖ Page 10: Credits

- Suggested module citation
- Content Experts
- Module Developers
- Module Production Team
- Media Production Team
- Media
- Expert Interviews
- Expert Interviews

Wrap Up

- Summary of the module
- Revisit your Initial Thoughts responses

Notes

Assessment

- Complete the numbered questions. Please note that the IRIS Center does not collect your Assessment responses. If this is a course assignment, you should turn them in to your professor using whatever method he or she requires.

Notes

SOS:
Helping Students Become Independent Learners

Notes

You Have Completed This Module

- Give Us Your Feedback
  ◦ Link: Module feedback survey form
- Professional Development Hours
  ◦ Link: IRIS PD Options
- Related Resources [links]