Self-Regulation

Module 5

Transition Roundtables
November 18 & 19, 2008

Introduction

▸ Self-regulation skills empower students and enable them to truly take responsibility for their learning

▸ The incentive for self-regulation is the discrepancy between what one has and what one wants

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Components of self-regulation

▸ Students need to enhance or increase their expectations of themselves

▸ Students need to develop and use strategies for optimizing opportunity for gain

▸ Students need to evaluate the effectiveness of the strategy and adjust his/her actions until the goal is achieved

Factors in self-regulation

- Goal setting
- Self-instruction
- Self-monitoring
- Self-evaluation
- Self-reinforcement

Goal setting

- Student decides on a personal mission that leads to action
- Student envisions and communicates that mission
- Student follows up with an action plan comprising specific goals
- Student develops benchmarks to evaluate the outcomes of his/her actions

Self-instruction

- This is a process in which a student tells him- or herself to do something and then does it
  - The teacher performs the task, instructing aloud while the student observes
  - The student performs the task while the teacher instructs aloud
  - The student performs the task while self-instructing aloud
  - The student performs the task while whispering
  - The student performs the task while self-instructing "covertly"

Instructional methods include...

- Modeling

- Providing opportunities for practice

- Corrective feedback

- Reinforcement

Self-monitoring

- Involves teaching the student to observe and record his/her own behavior
- May be used to teach
  - academic, classroom-related or social skills
  - Work-task completion
  - Job-task changes
  - Increased productivity
- Involves two functions
  - Discrimination that the target behavior did occur
  - Accurate recording of its occurrence

Research results

- Self-monitoring appears to have a reactive effect
  - Procedure will produce and maintain a desired change without any other intervention
  - Procedure will produce such an effect even if the student's recordings are not accurate
- Self-monitoring can promote generalization and maintenance
- Self-monitoring serves to cue the desired response, even if the trainer is not present
- Self-monitoring provides easy-to-teach and practical means to promote independence

Self-evaluation

▸ Self-evaluation involves the comparison of the behavior being self-monitored with the performance goal

▸ It is the final state in problem-solving and

▸ Provides immediate reinforcement to the student

Self-reinforcement

▸ Also provides immediate feedback to the student

▸ It may be as effective, if not more effective, than teacher reinforcement

▸ Two skills are required
  ◦ Student needs to discriminate that the target behavior occurred
  ◦ Student needs to be able to provide consequences for his/her own response

Assessment

▸ Study skills inventories

▸ Learning styles inventories

▸ Learning and Study Strategies Inventory (LASSI)
  ◦ www.hhpublishing.com/_assessments/LASSI?

Strategies for teaching self-regulation skills

- Self-instruction
  - Job setting: the student covertly recites the steps required to complete the work task
  - Behavior: the student whispers to him- or her-self what needs to be done to appropriately gain the teacher's attention in class
- Self-monitoring
  - Job setting: the student follows steps in a checklist to complete a work task, with the goal of following all steps in correct order
  - Behavior: the student records that he/she raised his/her hand appropriately to gain the teacher's attention in class

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- Self-evaluation
  - Job setting: the student completes a task, recording steps completed on a checklist then evaluates which steps are completed correctly and which are not completed correctly or are missed
  - Behavior: student evaluates the record to see if he/she met his/her goal of raising hand to gain attention 100% of the time (with no talking out!)
- Self-reinforcement
  - Job setting: student puts a check mark on the calendar each time the checklist is completed accurately and earns a token for a school store purchase for every 5 checkmarks
  - Behavior: student visualizes a mental "thumbs up" whenever he raises his hand, whether the teacher calls on him or not

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Examples of programs

- ChoiceMaker Self-Determination Transition Curriculum

- Adaptability model (Agran et al., 1898; Michaug et al., 1988)
  - Decision making
  - Independent performance
  - Self-evaluation
  - adjustment

Adaptability Model – 4 steps

1. **Decision making**
   - Involves teaching the student to set work or personal goals, then develop an action plan to achieve the goals
   - Record the goals on a contract to be used for self-monitoring

2. **Independent performance**
   - Using self-management skills, student will perform tasks leading to the goal

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3. **Self-evaluation**
   - Student evaluates whether or not the goal was achieved

4. **Adjustment**
   - If the student met the goal, he/she may elect to keep the same goal or set a goal for a new level of independence
   - If the student did not meet the goal, a few options are taught
     - Working on the same goal with additional practice
     - Modifying the goal, e.g., selecting an easier to achieve goal
     - Changing the instructional strategy used, e.g., incorporating self-reinforcement into the learning program

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- **Handouts**
  - Adaptability Model Chart
  - Adaptability Model Chart Example
  - Adaptability Model Chart Worksheet

- **Activity**
  - Using the Adaptability Model Chart Worksheet, develop an example for a student with an academic goal