

Taking Charge! Promote Self-Regulated Learning



Council for Exceptional Children
April 19, 2017
Dr. Leslie Laud
Director of thinkSRSD, thinkSRSD.com

Self-Regulation?

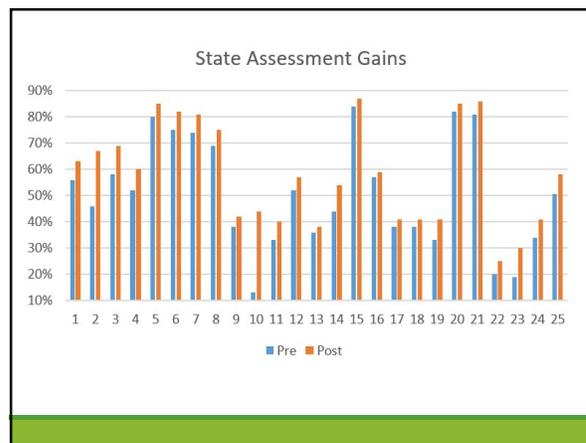


Self-regulation

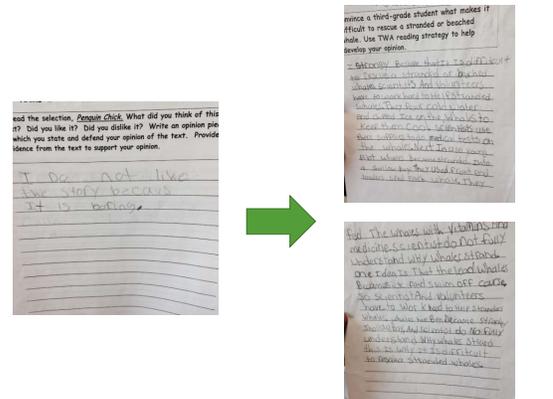
Definition: Directing one’s cognition, affect & behavior, without outside assistance

Examples: Talking oneself through a task
Knowing what to do – able to tell all steps/parts

Non-examples: “I’m stuck.”
“I’m done.”
Losing focus



	2013	2014
ELA Proficiency	80%	85%
ELA CPI General Ed	92.5	95.1
ELA CPI Low Income	87.3	90
ELA CPI ELL	78.4	85.9
ELA CPI SPED	75	87.5



Before: I do not like the story because it is boring.

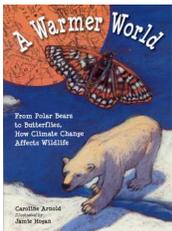
After: The story with vibrations was interesting, but I did not fully understand why. I think I should have more ideas that the vibrations would be interesting. I think the story was good, but I did not understand why. I think the story was good, but I did not understand why.

Teaching Flow	6 Stages
What matters?	Develop it
<ul style="list-style-type: none"> Reveal features of strong writing, explicitly <ul style="list-style-type: none"> 🔍 Routine 1: Evaluate exemplars Reveal processes for writing, explicitly <ul style="list-style-type: none"> 📅 Routine 2: Planning ✂️ Routine 3: Revision Initiate self-regulation <ul style="list-style-type: none"> 🗣️ Routine 4: Self-talk 🧠 Routine 5: Think-alouds (emphasize self-regulation) 👥 Routine 6: Collaborative practice Track feedback and goals <ul style="list-style-type: none"> 📊 Routine 7: Scoring, graphing and goal setting 🗨️ Routine 8: Peer-conferring 	Discuss it
Everyday routines	Memorize it Support it Independence

1

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Meaningful Tasks that Matter



*Illustration: Jennifer
Stevens*

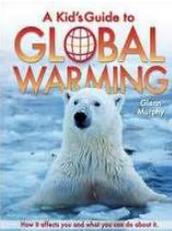


Illustration: Glenn Murphy



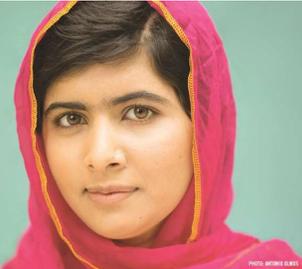
The Service Learning Project

United Nations International School

Home Executive Report Template Writing and Research Process Letter Sample Model Reports Contact Us

Welcome.

We are 6th grade students at the United Nations International School in New York City. We believe that anyone, regardless of age, can make a change. Kids for change!

**ONE CHILD,
ONE TEACHER,
ONE BOOK & ONE PEN
CAN CHANGE
THE WORLD.**

MALALA YOUSAFZAI

1st Meaningful Task that Matters: Pre-assessment

Why?

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<ul style="list-style-type: none"> Track feedback and goals 	Memorize it Support it Independence
<ul style="list-style-type: none"> Routine 7: Scoring, graphing and goal setting Routine 8: Peer-conferring 	
Everyday routines	

Ever since the young Pakistani girl, Malala Yousafzai, was 11, she has been fighting for girls' education. Despite negative experiences, she showed the world how to change them into positive actions. Malala was threatened by the Taliban and actually shot just for advocating girls' education. Education is for everyone. It's sexist to barricade girls' basic right to education. Malala continued to work to send a message to the world about the education of girls and to stand up to the Taliban. The death threat from the Taliban only encouraged Malala. It's very risky to continue standing because she was threatened more. 31 million girls got to go to school because of Malala's courage and confidence in advocating. With this power, she may have made schools for 31 million girls to attend, but she will only keep fighting the Taliban until she wins the war for all girls' education. If Malala didn't survive the gunshot or was too afraid to keep speaking up, the 31 million girls who Malala was able to reach and can go to school today wouldn't be in school.

2

Introduce Memory Aid

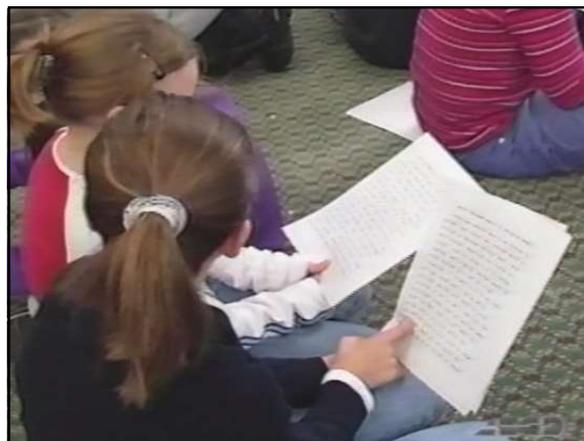


POWRE + TIDE

- P - Pick Idea(s)
- O - Organize my notes
- W - Write and say more
- R - Revise
- E - Edit

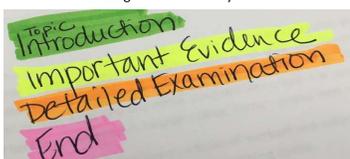
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- T - Topic introduction
- Did I respond to topic?
- I - Important evidence
- Did I develop the topic?
- D - Detailed examination
- Did I examine the evidence?
- E - End
- Does conclusion relate and extend?



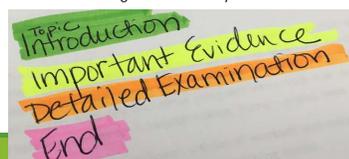
3

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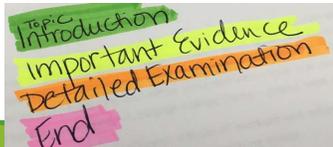


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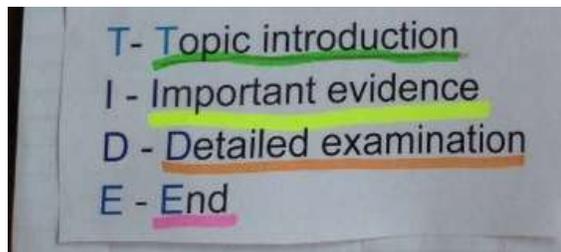


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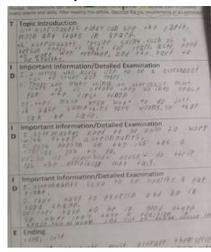


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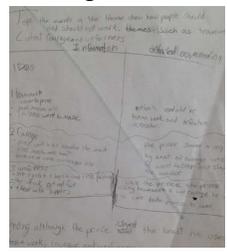
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	Model it
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	Support it
	Independence

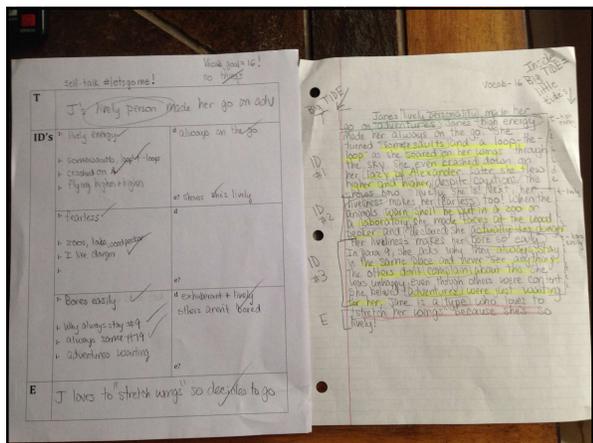
Exemplary vs Non-exemplary

Over-plan



Just Right Plan





Map Out Essay into Graphic Organizer

➔

Topic Introduction
Context (time/place, definition, titles/summary): **11 yrs old, MY, fight for girls**
Coherent focus: **neg to pos**
TS: **Despite neg, she showed how to change to pos**

I	Important Evidence	Detailed Examination
D	Important Evidence	Detailed Examination
E	Ending	

T	Topic Introduction Context (time/place, definition, titles/summary): 11 yrs old, MY, fight for girls Coherent focus: neg to pos TS: Despite neg, she showed how to change to pos	
I	Important Evidence t- threatened	Detailed Examination d- Educ for all - girls too
D	Important Evidence i- shot	Detailed Examination d-
E	Ending	

4

T	Topic Introduction Context (time/place, definition, titles/summary): 11 yrs old, MY, fight for girls Coherent focus: neg to pos TS: Despite neg, she showed how to change to pos	
I	Important Evidence t- threatened	Detailed Examination d- Educ for all - girls too
D	Important Evidence t- Continued i- stand up death threat	Detailed Examination d- only encouraged
E	Important Evidence t- 31 million i- made schools	Detailed Examination d- will only keep fighting
E	Ending Without her - girls never get this chance	

Eventually Students Draw Own

POW

T Both horses and people help

D

- ✓ Horse outfit
- ✓ People suspect
- ✓ Help keep herd small

E Both help them survive

- ✓ to begin, while, as you see
- ✓ one text find 6 ✓

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Lead Revision Lesson: Do What?

Malala helped girls go to schools. She got shot by the Taliban. She speaks to world leaders about school. She was born in Pakistan. It's not fair to barricade girls' basic right to education. Malala should stand up to the Taliban.

Post Steps to Follow

1. Revise then edit
2. Reread prompt – Do what?
3. Sub-vocalize & reread – thinking on prompt
4. Backward map to TIDE
5. (Add steps as writers are ready)

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Everyday routines	

Sample Self-talk

"It is OK. I can do this. I can write this essay."

"I will give my best when I write like I do with basketball or art and then I know I can do well,"

"When I don't have ideas for what to write, I'll just give my best and get it done."



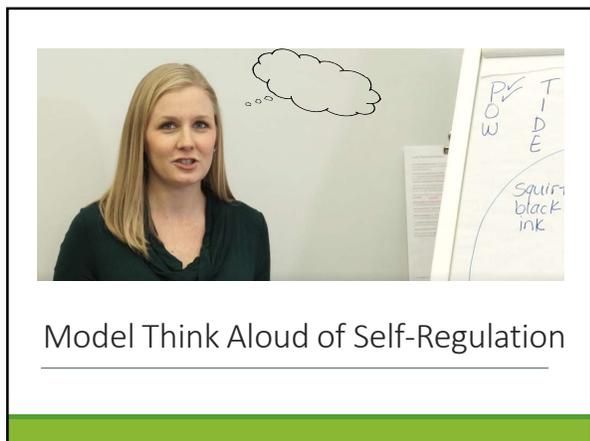
Nurture Self-talk Daily

This will be over soon, it's not the hardest thing in the world but it is not the easiest but this is pretty easy for me because I took writing class and other kids did not so I'm going to rock this prompt.

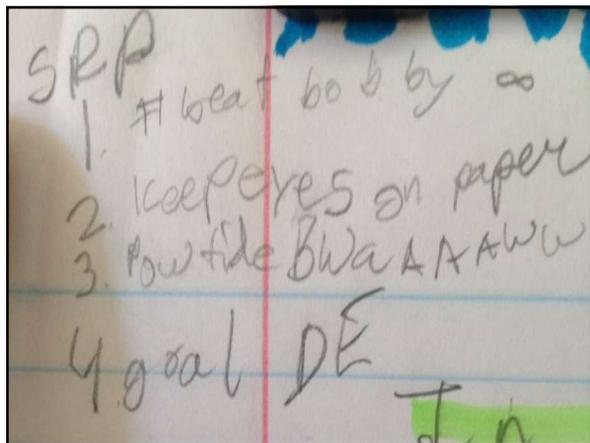
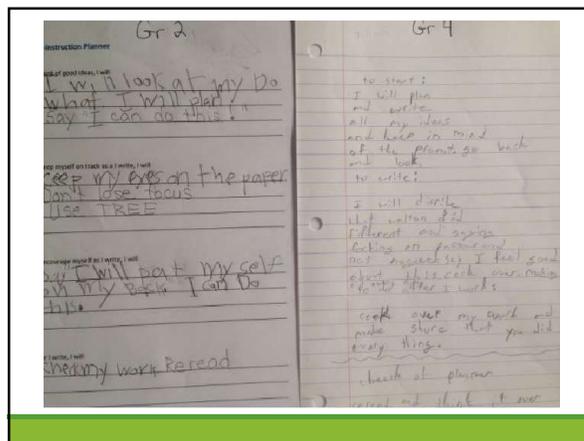
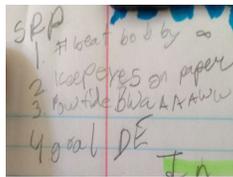
What Can I Say To Myself?

Instead of...	Try thinking...
I'm not good at this.	• What am I missing?
I'm awesome at this.	• I'm on the right track
I give up.	• I'll use some of the strategies we learned.
This is too hard.	• This may take some time and effort.
I can't make this any better.	• I can always improve so I'll keep trying.
I just can't do math.	• I'm going to train my brain in math.
I made a mistake.	• Mistakes help me to learn better.
She's so smart. I will never be that smart.	• I'm going to figure out how she does it so I can try it!
It's good enough.	• Is it really my best work?
Plan A didn't work.	• Good thing the alphabet has 26 more letters.

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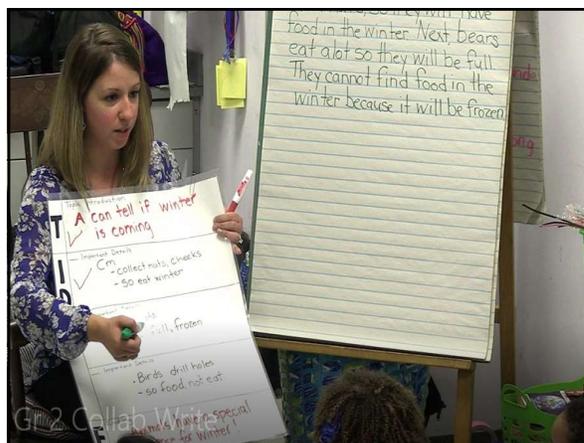
Model Think Aloud of Self-Regulation

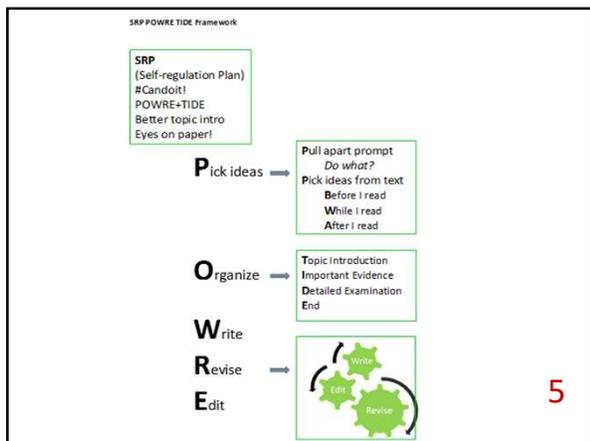



Create Self-Regulation Plan

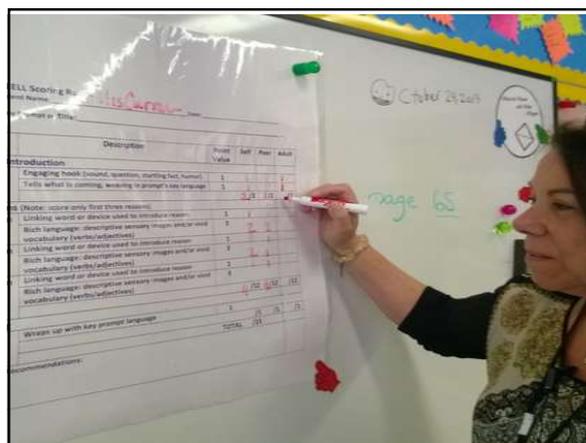
- Mood
- Physical
- Language to self
- Before, during & after
- Mindfulness
- Encouragement
- Strategies

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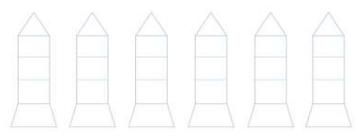




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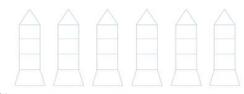


ES: Rockets then Scales



Date: _____

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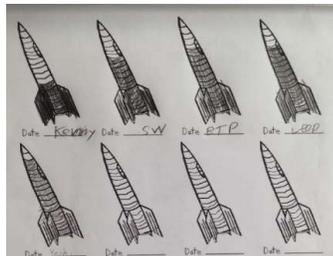
Date: _____

Goal Setting Menu	7th	Exemplar	Below
Task introduction			
Introduce topic context clearly	3		
Focused thesis statement / claim	2		
1 pt = precise ideas, 2 pts = precise ideas clearly and concisely			
Support evidence (knowledge) / Reason			
Detailed examination (understanding) / Elaboration			
(Argument writing: At least one alternate or opposing claim for full credit)			
1 pt = supports claim writing, 2 pts = supports significance/importance			
Information Evidence / Reason	3		
Detailed examination and analysis develops topic / supports claim	3		
Information Evidence / Reason	3		
Detailed examination and analysis develops topic / supports claim	3		
Information Evidence / Reason	3		
Detailed examination and analysis develops topic / supports claim	3		
Analysis			
Conclusion follows from and supports central information / examination	2		
1 pts relates, 2 pts relates and extends			
Style			
Appropriate, varied transitions create cohesion and clarify relationships	5		
Language			
Uses formal / concise style, precise language and specific vocabulary	2		
Vary sentences for reader interest, style and meaning	3		
Conventions			
CS3 grade level grammar, punctuation for effect and setting	1		
Total	28		

She saved the young Pakistani girl, Malala Yousafzai, was 11, who has been fighting for girls' education. Despite regular attacks on her she showed the world how to change the world. She was **harassed** by the Taliban and **actually shot** just for advocating girls' education. Everywhere for everyone it's silent to barricade girls' basic right to education. Malala **continued** to work to send a message to the world about the education of girls and to stand up to the Taliban. **The death threat from the Taliban**, she encouraged Malala, to write only to colonial standing because **she was threatened more**. **Education girls got to go to school** because of Malala's courage and confidence in advocating. With this power, she may have **made schools for 31 million girls to attend**, but she will not stop fighting the Taliban until she wins the war for all girls' education. **She has been** **the greatest of warriors afraid to keep opening up the 3 million girls who** **have been shot and killed and who have been threatened to be executed**.

6

Students Graph Gains



Goal Setting



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