TRUE GRIT: WHAT IT REALLY TAKES TO BE SUCCESSFUL IN THE 21ST CENTURY

Richard M. Cash, Ed.D.
www.nrich.consulting

nRich Educational Consulting, Inc.

Educator, Author & International Consultant

www.nrich.consulting

@RichardCash

www.nrich.consulting
Defining Self-Regulation

- AFFECT
  - Feelings
  - Focus of attention
  - Motivation

- COGNITION
  - Metaphysical Cognition
  - Meta-Cognition
  - Intra-Cognition

- BEHAVIOR
  - Study habits
  - Listening skills
  - Collaboration
  - Communication
  - Literacy skills

SELF REGULATED LEARNING
Four Stages of Self-Regulation
Based on work by Zimmerman, Bonner, & Kovach, 1996; Zimmerman & Kitsantas, 1997

1) Modeling & Observing
2) Copying & Doing
3) Practice & Refinement
4) Independence & Application

Phases of Engaging in a Task
1) How well will I do?
   - Empowering Students -
2) What will I do to do well?
   - Plan -
3) How well am I doing at doing well?
   - Do -
4) How well did I do at doing well?
   - Review -

Adapted from Zimmerman et al. (1996)
Phase One: The Right Mindset to Do Well

<table>
<thead>
<tr>
<th>Affect</th>
<th>Behavior</th>
<th>Cognition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safe &amp; welcoming environment</td>
<td>Set scholarly expectations</td>
<td>Develop questioning strategies</td>
</tr>
<tr>
<td>Building self-esteem &amp; confidence</td>
<td>Develop academic habits, language</td>
<td>Build academic/scholarly thinking</td>
</tr>
<tr>
<td>Emotional resilience</td>
<td>Introduce the use of content language</td>
<td>Strategies to shift mindset</td>
</tr>
<tr>
<td></td>
<td>Actively uncover prior knowledge</td>
<td></td>
</tr>
</tbody>
</table>

Literacy Strategies

Read Aloud, Graphic Organizers, KWL/KIQ, Vocabulary Engagement/Instruction, Pre-Writing, Anticipatory Activities to Increase Interest, Word Sort/Trees, Brainstorming

Types of Learner Strategies

Prevention-V-Promotion
### Preventative Strategies: It’s out of my control

<table>
<thead>
<tr>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential for survival</td>
</tr>
<tr>
<td>I won’t do it because</td>
</tr>
<tr>
<td>There is danger involved</td>
</tr>
<tr>
<td>It’s a risk</td>
</tr>
<tr>
<td>I’m afraid</td>
</tr>
<tr>
<td>It takes too much time</td>
</tr>
<tr>
<td>It’s not worth it</td>
</tr>
<tr>
<td>It’s too hard/challenging/beyond my limits</td>
</tr>
<tr>
<td>I could fail or I’ve failed before</td>
</tr>
</tbody>
</table>

### Promotional Strategies: It’s within my control

<table>
<thead>
<tr>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential for success</td>
</tr>
<tr>
<td>I will do it because</td>
</tr>
<tr>
<td>There is a thrill in trying</td>
</tr>
<tr>
<td>I enjoy the risk</td>
</tr>
<tr>
<td>I’m driven</td>
</tr>
<tr>
<td>It’s worth the time</td>
</tr>
<tr>
<td>It’s worth achieving to goal</td>
</tr>
<tr>
<td>I like the challenge/to go beyond my limits</td>
</tr>
<tr>
<td>I could succeed, even though I may have failed before</td>
</tr>
</tbody>
</table>
Mindset

Fixed

Growth

Defining Mindset

Dr. Carol Dweck, 2006

Fixed:

- Intelligence and talent are fixed traits
- Emphasis is on documenting intelligence and talent
- Success is achieved because of intelligence and talent
I can’t because…

- In the fixed mindset, learners:
  - Lack confidence
  - Have a difficulty admitting/correcting mistakes
  - Won’t ask for help
  - Don’t recognize the need for effort
  - Therefore, failing threatens sense of ability or reinforces lack of ability
  - Don’t develop:
    - Resiliency skills, locus of control, efficient study habits, organizational skills

Defining Mindset

Dr. Carol Dweck, 2006

- Growth
  - Believe that most basic abilities can be developed
  - Begin with what you have and build from there
  - Dedication and hard work (effort) lead to success
  - Are confident
Shifting the Mindset

“Success is about being your best self, not about being better than others; failure is an opportunity, not a condemnation; effort is the key to success.”

The Emotional Response Keyboard

- **Natural**
  - Sadness
  - Disgust
  - Anger
  - Fear
- **Learned**
  - Patience
  - Shame
  - Cooperation
  - Forgiveness
  - Empathy
  - Optimism
  - Compassion
- **Natural**
  - Joy
  - Surprise
  - Happy

Adapted from: Jensen, 2009
Children Raised in Stress

• Acting-out Behaviors
• Impatience & impulsivity
• Gaps in politeness and social skills
• Limited range of behavioral responses
• Inappropriate emotional response
• Less empathy toward others

Providing a Supportive Learning Environment

• Develop “reliable” relationships
  • Safe
  • Secure
  • Respectful
  • Predictable
  • Predictable
  • Continuous
  • Connected
  • Model
  • Empowering

Adapted from: Jensen, 2009
Providing a Supportive Learning Environment

• Strengthen peer relationships
  • Accepting
  • Respectful
  • Boundaries/Norms
  • Belongingness
  • Culturally positive
  • Devoid of cliques or gangs
  • Inclusive (our school/classroom)

Providing a Supportive Learning Environment

• Quest for individual importance
  • Respectful
  • Understanding
  • Nurtured
  • Interest-based
  • Achievement of status
  • Celebratory

Adapted from: Jensen, 2009
Phase Two: Preparing to Do Well

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<thead>
<tr>
<th>Affect</th>
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<tbody>
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<td>Learn study behaviors</td>
<td>Critical reasoning</td>
</tr>
<tr>
<td>Manage stress, “boredom” &amp; distractions</td>
<td>Develop organizational skills</td>
<td>Essential question development &amp; use</td>
</tr>
<tr>
<td>Maintain a safe/risk-free environment</td>
<td>Maintain high expectations</td>
<td>Creative thinking</td>
</tr>
<tr>
<td></td>
<td>Teach goal setting</td>
<td>HOTS</td>
</tr>
<tr>
<td></td>
<td>Learn how to ask for help</td>
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<tr>
<td></td>
<td>Learn to avoid distraction</td>
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</tr>
<tr>
<td></td>
<td>Strategies to overcome helplessness</td>
<td></td>
</tr>
</tbody>
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Literacy Strategies

KWL/KIQ, Peer Assisted-Learning Strategies (PALS), Directed Reading and Thinking Activities (DRTA), Reader Response Journals, Note Taking Systems (Cornell), Structured Note Taking, Organizational Strategies, Graphic Organizers, Question Prompts, Concept Mapping, Brainstorming, Vocabulary Mapping, Formative Process

Boredom is a self-induced state!
Phase Two: Preparing to Do Well

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Self-Efficacy’s Role in Learning

1. Strongly influences academic motivation and success
2. Changes over time with an often decrease into middle school
3. Gender differences exist in academic performance
Influential (+/-) to Self-Efficacy

**Mastery Experiences**
- Success breeds confidence which breeds success

**Vicarious Experiences**
- Comparisons with others of like abilities

**Social Persuasions**
- Messages received from others

**Affective/Attitude State**
- How one feels about a learning situation

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Phase Three: Monitoring Doing Well

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<th>Cognition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintain confidence through success awareness</td>
<td>Use &amp; monitor study behaviors</td>
<td>Routinely using thinking tools</td>
</tr>
<tr>
<td>Manage stress, boredom &amp; distractions</td>
<td>Use &amp; monitor organizational skills</td>
<td>Constructing essential questions and HOT questions</td>
</tr>
<tr>
<td>Maintain a safe/risk-free environment</td>
<td>Maintain high expectations</td>
<td>Implement creativity</td>
</tr>
<tr>
<td></td>
<td>Monitor goal approach</td>
<td></td>
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<tr>
<td></td>
<td>Monitor assistance seeking</td>
<td></td>
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<tr>
<td></td>
<td>Monitor distractions</td>
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**Literacy Strategies**

Pre-assessment, Formative Process including Descriptive Feedback, Anticipation Guides, Entrance/Exit Slips, Question/Answer Relationships (QAR), Questioning the Author, Selective Highlighting, Marking Up the Text/Annotation, Reciprocal Teaching, Writing to Learn, Jigsaw, Frayer Model, Stop & Jot, Growth Mindset Questions
Some Thoughts on Homework

There is no evidence that any amount of homework improves the academic performance of elementary students. There is only a moderate correlation between homework and achievement in middle school. Even in high school too much homework may diminish its effectiveness and become counterproductive. (Cooper, Harris, Jorgianne Civey, and Erica A. Patall, “Does Homework Improve Academic Achievement? A Synthesis of Research, 1987-2003.” Review of Educational Research, 76, 2006, 1-62.)

Cooper’s research review correlating time spent on homework with test scores and grades revealed nearly nonexistent effects for grades 3 through 5. The correlation was extremely low for grades 6 through 9.
Homework as Self-Regulation

When used effectively, homework can develop:

- Study habits
- Home/school connections
- Encourage parent involvement
- Reinforce skills and knowledge developed during the school day
- Support time management and work completion strategies

Grading this type of homework is ineffective!

Reflection on the practice is much more productive

Ten Study Habits

- Planning a regular study time
- Creating the right environment
- Time management of tasks
- Organization of materials
- Learning type awareness
- Break-time
- Self-regulation responsiveness
- Asking for help
- Self-assessment
- Reflection
Ideas for Outside of Class Time

Reading at least 20 minutes per night

Preparation for the next class session:
  - Pre-readings
  - Setting up the problem or pique interest in topic
  - Connecting content to the child's life (Find examples of...)

Interest-Based Investigations:
  - Self-selected topics to extend the content
  - Research topics not covered in the unit or lessons
  - Connecting content to interesting ideas

Current events:
  - Connect content to the broader world

HOMESTUDY: PAT

P = Purpose
  - What is the specific purpose behind the assignment?
  - Will the assignment get students closer to:
    - The learning goals?
    - Improve strategies to develop skills? or
    - Increase factual knowledge retrieval?
  - Ideas include:
    - Practice of routines/procedures
    - Reinforcement of strategies learned during the school day
    - Extending class activities for authenticity
    - Project development
    - Preparation for next class session
    - Reading for content and/or pleasure

  - Clarity for students AND parents
  - Linked to essential questions and learning
## HOMESTUDY: PAT

### A = Accountability
- How will the students be held accountable for the assignment?
- In what ways will the assignment be measured to identify the rate of student development, progress, and growth in learning?

<table>
<thead>
<tr>
<th>Self-regulation: autonomy of learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>self assessment/reflection</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Formative assessment: learning progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Descriptive feedback</td>
</tr>
<tr>
<td>Non-valued feedback</td>
</tr>
<tr>
<td>Valued feedback</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summative evaluation: growth in learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grading</td>
</tr>
</tbody>
</table>

- Prompt response is necessary for assessment to have an effect on learning.

### T = Time
- How long should the average student in your classroom or grade level spend on homestudy?
- How long should the average student in your classroom or grade level spend on each activity of the total assigned homestudy?

<table>
<thead>
<tr>
<th>10 minute/ grade level rule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Avoid going beyond 90 minutes per night</td>
</tr>
<tr>
<td>More can diminish the effectiveness of the study time, and</td>
</tr>
<tr>
<td>Be counter-productive to learning</td>
</tr>
<tr>
<td>(Cooper, et al., 2006)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Allow for ënot getting ití</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have student or parent document</td>
</tr>
</tbody>
</table>
An Idea for Home Study

**Factual:**
What are the stages of metamorphosis?

**Convergent:**
How do the various types of metamorphosis occur?

**Divergent:**
In what ways can the idea of metamorphosis be used outside of science?

**Analytical:**
What are the similarities and differences in the metamorphosis process between a butterfly and a frog?
Factual:
What are the four principles of Darwin’s Theory of Evolution by Natural Selection?

Convergent:
In what ways is evidence used to determine evolution?

Divergent:
How can the Theory of Evolution by Natural Selection help in understanding evolution in fields outside of biology?

Analytical:
What are the arguments for/against the Theory of Evolution?

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Factual:
What did Frog and Toad do to make the kite fly?

Convergent:
How did Frog and Toad’s friendship change in the story?

Divergent:
How can you use the story of Frog and Toad to be a better friend?

Analytical:
Why is it important to have friends and be a good friend?
**Factual:**
Who were the main characters in the *Diary of Anne Frank*?

**Convergent:**
In what ways did Anne's identity change over time?

**Divergent:**
Anne dealt with several issues of identity. How do you deal with various identity issues in your life?

**Analytical:**
Which is more important, internal or external identity, and why?

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**Factual:**
Which article gives Congress the power to amend the Constitution?

**Convergent:**
How did the Constitution become the basis of the US Government?

**Divergent:**
If the Preamble to the Constitution did not exist, how might that change the intent of the document?

**Analytical:**
Which of the 7 Articles is the most important and why?
<table>
<thead>
<tr>
<th><strong>Factual:</strong></th>
<th><strong>Convergent:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Why was this article called the 3/5ths Compromise?</td>
<td>How did the 3/5ths Compromise shift the beliefs about slavery?</td>
</tr>
</tbody>
</table>

**3/5ths Compromise**

<table>
<thead>
<tr>
<th><strong>Divergent:</strong></th>
<th><strong>Analytical:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Had the 3/5ths Compromise not been agreed to in 1787, how might that have influenced future presidencies, speakerships of the House and the Supreme Court?</td>
<td>What are the various contradiction of the 3/5ths Compromise in relation to past &amp; future events within the United States?</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th><strong>Factual</strong></th>
<th><strong>Convergent:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the product of 320x46?</td>
<td>Write a detailed process for solving multiplication problems.</td>
</tr>
</tbody>
</table>

**Converting Fractions to Decimals**

<table>
<thead>
<tr>
<th><strong>Divergent:</strong></th>
<th><strong>Analytical:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Create at least two different correct ways to solve a multiplication problem.</td>
<td>Of the two ways you created, which is the most efficient and why?</td>
</tr>
</tbody>
</table>
Factual
Write 35/50 as a decimal in its lowest form.

Convergent:
Describe a detailed process in converting fractions to decimals.

Divergent:
Create a situation where the need to convert fractions into decimals would be inefficient and/or ineffective.

Analytical:
Why is understanding algebra vital for success in the 21st century?

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Assessment to Build Self-Regulation

Descriptive Feedback

- Nurturing a growth mindset
- From fixed to growth

Descriptive feedback provides specific guidance on how to get better. Its targeted coaching tells students what has been accomplished and what they need to do to improve the next time (pg142).
Descriptive Feedback: Beyond Good Job

Feedback that is:
- Timely
- Ongoing
- Explicit and focused
- Clearly communicates progress toward goals
- Specific about performance
- Incremental
- Appropriate to the task
- Praise the effort over achievement

Tips for Using Descriptive Feedback to Increase Intrinsic Motivation
Assessment to Build Self-Regulation

Descriptive Feedback:

- Focused & constructive information toward future success
- Where am I?
- What did I do well?
- Where or how did I fall short?
- How can I improve?
- What is next?
- Specific
- Connected to the goals
- Ongoing & timely
- Student friendly

“Your use of descriptive language helped me clearly see your characters. You may want to consider adding more details about how the setting affects each character.”

Examples of Descriptive Feedback

- From your work, it was apparent you knew how to apply figurative language. You may want to consider providing greater details in the future. I’m impressed how hard you are working.

Hamburger Model
Descriptive Feedback Strategies

**Highlighter method:**
- Using two colors of highlighter (pink & green)
  - Green: what is working
  - Pink: what needs attention

**Post-It Notes ® (Using different colors)**
- Yellow: First review
  - Specific suggestions toward improvement
  - Upon correction: student writes: please notice
  - Specific notations of success
- Pink: Subsequent reviews

Recently, I’ve been working with many secondary schools on developing teachers’ capacity to differentiate for their students. Secondary teachers face a much more complex level of challenges when it comes to differentiation due to the number of students they see each day, lack of consistent classroom space, number of course preparations and district, state or federal mandates for graduation, just to name a few. As pressing as these issues are, it is still important for secondary teachers to work through the process of differentiation to address the needs of all students. This is especially important as schools eliminate courses that are meant to provide remediation or advanced level courses.
Traffic Light

Use 3 color dots/highlighters/pens
Red = STOP, don’t go any further until we talk
Yellow = Partially meets the criteria
Green = Meets the criteria

<table>
<thead>
<tr>
<th>Objective</th>
<th>Green Light</th>
<th>Yellow Light</th>
<th>Red Light</th>
<th>Evidence or plan for improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify common organic &amp; inorganic substances essential to life</td>
<td>✗</td>
<td></td>
<td></td>
<td>I have them listed for homework and I will do a matching by the time of the quiz</td>
</tr>
</tbody>
</table>

Peer Feedback

Mystery feedback: names are omitted on both sides of the work
2 Stars and 1 Wish: Two things done well, and one thing to work on
Symbols:

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔️</td>
<td>I agree</td>
</tr>
<tr>
<td>☐</td>
<td>This is difficult</td>
</tr>
<tr>
<td>✗</td>
<td>Got it</td>
</tr>
<tr>
<td>☞</td>
<td>I don’t get it</td>
</tr>
<tr>
<td>⚫</td>
<td>I wonder</td>
</tr>
<tr>
<td>☑</td>
<td>This is easy</td>
</tr>
<tr>
<td>!</td>
<td>Interesting</td>
</tr>
<tr>
<td>✓</td>
<td>I am not too sure</td>
</tr>
<tr>
<td>?!</td>
<td>I need help</td>
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</table>
Growth Mindset Compliments

- I’m proud of how much effort you put forth to achieve what you did.
- Wow, you worked hard and that hard work paid off!
- Your perseverance shows in your work.
- I’m impressed at how patient you are when you are met with a challenge.
- Even though you may not have achieved your goal, I can tell you tried your hardest.

Phase Four: Reflecting on Doing Well

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<tr>
<td>Assess confidence through successes</td>
<td>Assess study behaviors</td>
<td>Reflection through meta-cognition</td>
</tr>
<tr>
<td>Assess stress, boredom &amp; distractions levels</td>
<td>Assess organizational skills</td>
<td>Forecast mindset into the future</td>
</tr>
<tr>
<td>Suggest environmental adaptations/adjustments</td>
<td>Assess meeting expectations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assess goal attainment</td>
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Literacy Strategies

Summative Assessment Process, Reflection Logs, Portfolio Development, Collaborative Student Conversation, Teacher/Student Coaching Session, Summarizing (GIST), Graphic Representations of Learning, Goal Charting, Growth Mindset Compliments
Reflection Prompts to Promote Meta & Infra-Cognition

• Write about one thing you learned today?
• Tell a partner about a mistake you made today that taught you something about yourself or made you laugh?
• Sketch something you worked hard at today?
• Share with your table mates one thing that you were proud of in your learning today?
• Blog about something you would change about your learning today?
• Tweet me one specific goal you will set for yourself tomorrow?

Types of Reflections

• Journal/Diary
• Portfolio or Log of Learning
• Analogy Reflection
• Entrance/Exit Tickets
• Chirps
• Quick Sketch
• Thumbs Up/Thumbs Down
• I Felt/I Did/I Thought/I Learned
• What/So What/Now What
• PNI
### Types of Reflections

#### Journal/Diary

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#### Analogy Reflection

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<tr>
<td>Today I was as happy as a balloon floating in the air.</td>
<td>I worked as hard as a steam engine.</td>
<td>My brain is like a bowl of pudding after all the thinking I did today.</td>
</tr>
</tbody>
</table>

![Balloon and Steam Engine](image1)

![Pudding](image2)
Types of Reflections

Chirps

144 characters including spaces

Types of Reflections

Quick Sketch

Government
Types of Reflections

Thumbs Up/Thumbs Down

I Felt/I Did/I Thought/I Learned…
Types of Reflections

What/So What/Now What

<table>
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<tr>
<th>What</th>
<th>So What</th>
<th>Now What</th>
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I found the process to solving the problem confusing. If I ask for help, I may be able to use the strategy again more efficiently. If I don’t ask for help, I won’t be able to advance my knowledge in this class. My attention may not be focused because I feel intimidated by this class. How can I overcome my lack of confidence?
Types of Reflections

Entrance/Exit Tickets

- 3 new ideas
- 2 connections
- 1 question

Infusing Meta-Cognition

- Wait-time
- Process time each period/day
- Use authentic tasks that encourage thinking
- Ask questions that stimulate the process
- Have students collaborate on reflection
- Provide opportunities to reflect post-instruction
  - Such as through blog posts, bulletin boards, emails, etc.
Thank you for attending this session

Richard M. Cash, Ed.D.
www.nrich.consulting
Tips for Teachers on Supporting the Development of Self-Regulation for Learning

Self-Regulation for Learning (SRL) is the ability to balance Affect (feelings), Behavior, and Cognition (ABCs) to be successful. SRL develops in four stages:

1) Students observe others modeling appropriate ABCs in achieving success
2) Students must copy and perform the strategies with support and guidance
3) Students must practice the strategies in different contexts and places to be able to refine them to fit the situation and achieve success
4) Students must take time to reflect on how well strategies work, what may need to change and then be allowed to apply them on their own.

You can support students’ development of the ABCs by:

- **Modeling strategies:**
  - Talk to your students about how you handle feeling bad, being excited or stressed out
  - Show your students positive ways to deal with difficult situations
  - Think out loud for your students so they hear how you plan, organize and think through situations

- **Copy and doing:**
  - Help your students talk through their feelings and think of ways they can remain positive, reduce stress, deal with difficult people and so forth
  - Provide opportunities for your students to work through difficulties where they feel supported and nurtured
  - Have your students think out loud with you as they plan, organize and deal with difficult situations

- **Practicing strategies:**
  - Daily, ask your students how they managed their feelings, motivation and drive
  - Watch your students and offer advice when they are working through a difficult situation
  - Ask your students to explain examples of how they think throughout the day

- **Independence and application:**
  - Check in with your students on a routine basis to have them identify their feelings, levels of motivations and what drives them
  - Have your students tell you how they work through complex issues or situations both inside and outside of school
  - Have your students explain the way they think about what they are doing and their future.

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More ideas:

- Be open and honest about emotions: everyone has them and everyone deals with them differently. What matters is that we are able to recognize the impact our emotions have on others around us, how we deal with situations or react to the environment.
- Talk to your students about how people deal positively and negatively with their emotions
- Talk with your students about how people behave positively and negatively
- Show them that positive emotions and behaviors have a greater effect on being successful than negative emotional reactions and behaviors
- Use affirming language rather than negative language with your students:
  - ð Like it when you follow my directions. ð rather than, ð Why are you not doing what I told you to do? ð
  - ð I appreciate when you talk to me in a calm manner. ð rather than ð Don’t talk to me like that. ð
- Help your students identify what they are good at, and what causes them difficulty
- Tell your students ð No one is good at everything, but everyone is good at something. ð
- Help your students recognize in difficult situations that they can:
  - ð Learn to adapt to the situation
  - ð Ask for a change in the situation
  - ð Avoid getting into the situation in the future
- Give your students constructive feedback that is focused on how they can get better or improve their performances. Be specific and focused in your feedback to your students
- Acknowledge your students’ effort over their ability
- Work through challenges worth solving with your students, which must be:
  - ð enjoyable and

- Remind students that:
  - ð All skills and processes are learnable
  - ð Patience, persistence, and perseverance are essential to success
  - ð Feedback is meant to build confidence and resilience

- Teach your students how to:
  - ð Believe in themselves
  - ð Seek out help from others
  - ð Organize materials to get the job done
  - ð Ask questions, or ask for help,
  - ð Request, require and/or advocate for more support/ information/ resources.

- Help your students see how the skill/content is important to future learning
- Balance your praise and support
- Encourage your students to practice until they feel confident in what they can do
- Provide time for your students to reflect on learning
- Assist your students in making connections between school and their lives, fields of study, careers

- Live the growth mindset:
  - ð Show your students your love for challenges
  - ð Use your mistakes as a learning tool
  - ð Discuss the effort you put in daily
  - ð Display your continued learning

- Seek professional help (social worker, psychologist, therapist, doctor) when you don’t know what to do for your students.

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