

Students Set Goals, Self-Instruct, Self Monitor and Learn

IRIS Module: SOS: Helping Students
become independent learners.

Antonia Morado, Stephanie Stewart, Megan Paielli
SERP 405 – Fall 2016

What?

- “This Module describes how teachers can help students stay on task by learning to regulate their behavior.”
- Four Strategies:
 1. Self-monitoring
 2. Self-instruction
 3. Goal-setting
 4. Self-reinforcement

Recap of Challenge

- Alexandra and Zach are both in Ms. Torri's 7th grade math class.
- Alexandra and Zach both have IEPs for reading.
- Alexandra has an inability to pay attention.
- Zach has an inability to complete assignments.
- Work is not hard, they are both performing mathematics at grade level.

Recap continued...

- Alexandra is always out of her seat socializing with friends
- Zach can't stay focused. Ms. Torri needs to be near him to get his assignments done.



What's the problem?

- Alexandra and Zach are not learning life skills for managing their time and attention.
- The time their behavior is taking away from the other students.
- As time goes on Zach and Alexandra won't be able to focus and complete tasks **independently.**



https://twitter.com/thelife_skills

Initial Thoughts

- Why do you suppose Zach and Alexandra can't stay on task and are so easily distracted?

Underlying attention deficit disorder?

Too many distractions in their environment?

Lessons and content are not interesting and boring?



<http://thebrainjym.net/add-and-ahd-in-children/>

- What might Ms. Torri consider to help her students stay on task and also help her regain some lost instructional time?

Students can come in for tutoring to catch up, and get one on one help.

Students will sit in the front.

Students will be disciplined and held accountable for their actions.



<http://www.idr.makofon.gr/?p=114>

- What techniques will help Alexandra and Zach become independent learners, and how can they gain those skills?

Four Strategies:

1. Self-monitoring
2. Self-instruction
3. Goal-setting
4. Self-reinforcement



<http://news.flu.edu/2015/08/president-rosenberg-welcome-to-fall-2015/1566/graduation-3>

Set Goals

- Step 1: Choose an Appropriate Goal
 - Goals should be specific
 - Goal should be reachable
- Step 2: Determine a Timeline
 - Make short term and long term goals
- Step 3: Establish Progress Monitoring
 - Provide students with feedback on how they are doing

How?

- The teacher and Zach should collaborate in setting goals. Zach should contribute in making his own goals.

Self-Instruction

- AKA... Self talk or Self talk
- Students learn to talk themselves through a task or activity.



Benefits

- Provides students with an element of control over their learning
- Requires a minimal amount of time to maintain skills once they are developed.

Self-Monitoring

- Strategy that teaches students to self-assess their behavior and record the result.
- It increases or decreases the frequency, intensity, or duration of existing behavior.

Self-Monitoring of Attention

SMA is great for students who might be easily distracted, get up from their seats, bother other students, or fiddle with objects. The student can monitor the frequency or duration of these behaviors.



<http://iris.peabody.vanderbilt.edu/module/sr/cresources/c3/pou.c3/content>

Student Outcomes

- Practicing self-regulation allows students to reinforce their own behaviors.
- Will empower students to facilitate changes in their behavior.
- Students can transfer skills into other areas of life.

References

- SOS: Helping Students Become Independent Learners. (n.d.). Retrieved November 29, 2016, from <http://iris.peabody.vanderbilt.edu/module/sr/>
- Help with ADD/ADHD: Cognitive Skills Training. (n.d.). Retrieved November 29, 2016, from <http://thebraingym.net/add-and-adhd-in-children/>
- Opinions and Experiences of Deaf Students. (2013, October 11). Retrieved November 29, 2016, from <http://www.idrimakofon.gr/?p=1845>
- Graduation. (n.d.). Retrieved November 29, 2016, from <http://news.fiu.edu/2015/08/president-rosenberg-welcome-to-fall-2015/01566/graduation-3>