Self-Regulated Strategy Development

Effective Writing Instruction
for Elementary Students and Beyond

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Objectives

We will articulate:

Overview	Theory	Research	Application
What is Self-Regulated Strategy Development?	What are the theoretical models that undergird this approach?	What is the research supporting this approach?	How can this be incorporated into classroom practice?

Self-Regulated Strategy Development (SRSD)

Writing Strategies

- Writing strategies for planning, drafting, revising, and/or editing
- Take the form of graphic organizers

Self-Regulation

- Self-regulation procedures for managing the writing process

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Turn the TIDE with SRSD

Goal: I will use a TIDE organizer to write a summary about the content of today's presentation (SRSD).

Self-Talk:

I can do this!

Goal:		Self-Talk:
T	Self-Regulated Strategy Development (SRSD) is...	
	Research states...	
I	This flexible approach can be...	
D	The stages of SRSD are... and the strategies are...	
	Self-talk is a powerful component because...	
E	Next year, in my classroom...	

SRSD

Objective 1: What is Self-Regulated Strategy Development (SRSD)?

Self-Regulated Strategy Development

Goal:		Self-Talk:
T	Self-Regulated Strategy Development (SRSD) is...	
	Research states...	
I	This flexible approach can be...	
D	The stages of SRSD are... and the strategies are...	
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"**Self-Regulated Strategy Development (SRSD) is an evidence-based approach for helping students learn specific strategies for planning, drafting, and revising text.** SRSD instruction is also characterized by explicit teaching, individualized instruction, and criterion-based versus time-based learning."

(Graham & Perin, 2007)

SRSD Model of Instruction

Writing Strategies
POW + TREE
POW + WWW
POW + TIDE

SRSD Instructional Stages:
Develop Background Knowledge
Describe It
Model It
Memorize It
Support It
Independent Use

Self-Regulation Strategies
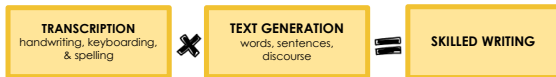Goal-setting
Self-instructions
Self-monitoring
Self-reinforcement
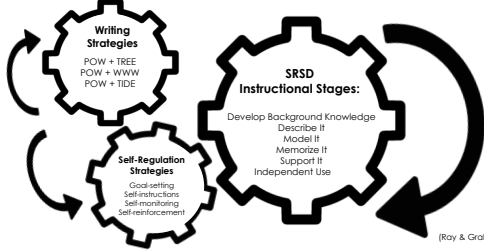
(Ray & Graham, 2019)

SRSD

Objective 2: Explore theoretical models that undergird SRSD

The Simple View of Writing

TRANSCRIPTION
handwriting, keyboarding, & spelling

✗

TEXT GENERATION
words, sentences, discourse

=

SKILLED WRITING

(Berninger et al., 2002; Gough & Tunmer, 1986)

The Not So Simple View of Writing

TEXT GENERATION
words, sentences, discourse

WORKING MEMORY
long-term memory (composing) and short-term memory (reviewing)

TRANSCRIPTION
handwriting, keyboarding, & spelling

EXECUTIVE FUNCTION
conscious attention, planning, reviewing, revising, strategies for self-regulation
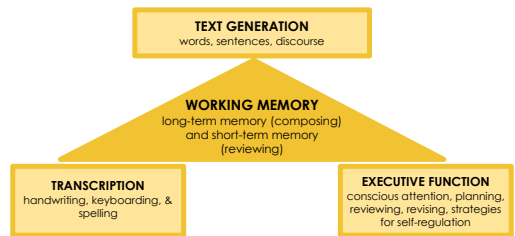
(Berninger, 2006)

Areas of Writing Difficulty for SWD

| Transcription	Sentence Level Writing	Text Generation	Motivation
- **Handwriting** *(accuracy, legibility and fluency)* - **Typing** *(accuracy and speed)* - **Spelling** *(accuracy and automaticity)*	**Lexical choices** *(word choice)* **Syntactical choices** *(sentence structure)* **Mechanical choices** *(e.g., punctuation)* **Rhetorical choices** *(e.g., parallelism, allusion, hyperbole)*	**Planning** *(generating ideas, setting goals, organizing ideas)* **Revising/Editing** *(e.g., details, elaborations, connections)* **Perspective taking** *(e.g., reading like the intended reader)*	**Value and relevance of writing** **Self-efficacy** **Persistence**

(Gillespie Rouse, 2019)

Cognitive Models of Writing
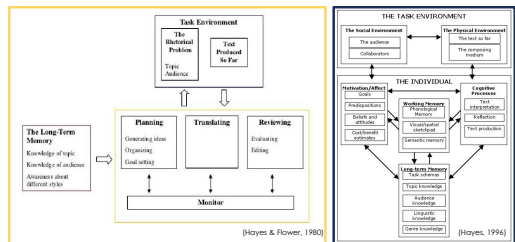
(Hayes & Flower, 1980)

(Hayes, 1996)

The Recursive Writing Processes

WORKING MEMORY

Planning → Translating Into Written Form → Reviewing and Revising
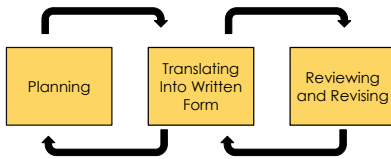
(Hayes & Flower, 1980; Moats, 2014)

Mount St. Joseph University

Writing: The Great Juggling Act

"Writing is a mental juggling act that requires simultaneous and alternating attention to idea generation, planning and organization, translation of ideas into language, transcription of language into print, and the cognitive flexibility that allows editing and revision" (Moats, 2014).

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SRSD

Objective 3: Review Relevant Research Supporting SRSD

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Meta-Analyses Supporting SRSD's Effectiveness

Graham & Perin (2007)	
Strategy Instruction **(0.82)**	
SRSD Strategy Instruction **(1.14)**	non-SRSD Strategy Instruction **(0.62)**

Graham et al. (2012)	
Strategy Instruction **(1.02)**	
SRSD Strategy Instruction **(1.17)**	non-SRSD Strategy Instruction **(0.59)**

Interpreting Effect Sizes

0.2 = mild effect
0.5 = moderate effect
0.8 = strong effect

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SRSD Model of Instruction

Writing Strategies
POW + TREE
POW + WWW
POW + TIDE

SRSD Instructional Stages:
Develop Background Knowledge
Describe It
Model It
Memorize It
Support It
Independent Use

Self-Regulation Strategies
Goal-setting
Self-instructions
Self-monitoring
Self-reinforcement

(Ray & Graham, 2019)

Mount St. Joseph University
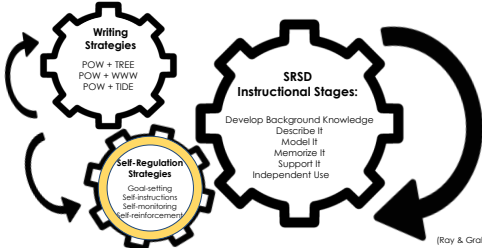
Turn the TIDE with SRSD

Research states…

Self-Talk:

T | Self-Regulated Strategy Development (SRSD) is…
| Research states…
| This flexible approach can be…
I
D | The stages of SRSD are… and the strategies are…
| Self-talk is a powerful component because…
E | Next year, in my classroom…
| | Self-Talk:

Bridging Research to Practice
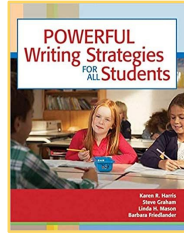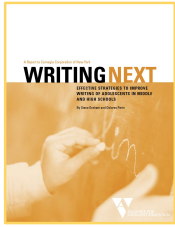
SRSD

Objective 4: Incorporate Self-Regulated Strategy Development Into Your Classroom

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In the Classroom

SRSD combines explicitly taught **strategies** for writing with **self regulation**, *motivation*, and **self-efficacy**.

In the Classroom

Elementary through high school

In the Classroom

Whole class, small group, individuals, and tutoring

In the Classroom

Quality of Writing	Knowledge of Writing	Approach to Writing	Self-Efficacy
Coherence *organized logically, flow smoothly* **Focus** *clear central idea* **Development** *each paragraph supports or expands the main idea* **Unity** *every paragraph relates to the main idea* **Correctness** *grammar*	**Knowledge about:** - Topic - Genre - Intended audience - Task - Linguistic elements	**Product-based Approach** *(teachers provide a model and students produce a similar composition)* **Process-based Approach** *(gives importance to the process of getting to the end product: planning, drafting, revising, editing)* **Genre-based Approach** *(various types of writing and text types, intertwined with social needs)* **Process-Genre Approach** *(a combination of all 3 above)* **Process-Product Approach** *(master the product approach prior to the process approach)*	- **Attitudes** - **Beliefs** Self-efficacy has a strong influence on performance as it affects a person's choice of activities, the amount of effort expended, and the degree of persistence one demonstrates in the face of difficulty **(Graham et al., p. 13)**

In the Classroom

Criterion-based *rather* than **time**-based

Turn the TIDE with SRSD

The flexible approach can be…

Self-Talk:

	Goal:		Self-Talk:
T	Self-Regulated Strategy Development (SRSD) is…		
I	Research states…		
	This flexible approach can be…		
D	The stages of SRSD are… and the strategies are…		
	Self-talk is a powerful component because…		
E	Next year, in my classroom…		

Writing Strategies

Enhancing Word Choice	Story Writing	Narrative, Expository, and Persuasive Writing	Revising	Writing Competency Test	Reading and Writing Informational Text
Vocabulary Enrichment	POW + WWW	POW + TREE	SCAN	PLAN & Write	TWA + PLANS
	POW + C-SPACE	STOP and DARE	Compare, Diagnose, Operate		
		Report Writing	REVISE		
		PLANS	Peer Revision		

(Harris et al., 2008)

SRSD Six Instructional Stages

Stage 1: Building Background Knowledge	**Background knowledge** and any preskills (e.g., vocabulary concepts) students need for learning and using the writing or self-regulation strategies are developed.
Stage 2: Discuss It	The teacher and students **discuss the significance and benefits of the writing and self-regulation strategies** that will be learned.
Stage 3: Model It	The teacher or a peer **models the composing strategy and selected types of self-instruction,** thinking aloud while writing an actual composition.
Stage 4: Memorize It	Students are required to **memorize the steps** in the composing strategy and the meaning of any mnemonics used.
Stage 5: Support It	**Teachers support, or scaffold,** students' strategy use.
Stage 6: Independent Practice	Students **use covert self-instructions** within their own heads.

(Harris et al., 2008)

Turn the TIDE with SRSD

The stages of SRSD are… and the strategies are…

Self-Talk:

	Goal:		Self-talk:
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"The teaching of goal setting, self-assessment, and other **self-regulation** procedures as part of strategy instruction *is one way in which SRSD differs from other strategy instructional approaches*" p. 889

Graham et al. (2012)

Self-Regulation Through Self-Talk

Types of Self-Talk

Before I Write		While I Write		After I Write	
Problem Definition	Focusing Attention and Planning	Coping and Self-Control	Self-Evaluation and Error Correcting	Strategy Implementation	Self-Reinforcement
What is it? What do I have to do here?	I need to concentrate. First I need to... then...	I can handle this. I need to go slow and take my time.	Have I used all of my parts? Oops! I missed one, I'd better add it.	I need to refer my strategy reminder and reflect on its use.	I like this ending!

(Harris et al., 2008)

Turn the TIDE with SRSD

Self-talk is a powerful component because…

Self-Talk:

"Change your thoughts and change your world."

Norman Vincent Peale

Student Self-Talk

"How long does this have to be?"	
Has trouble getting started	
Balls up paper, leaves, disrupts class	
"I don't know what to write."	
"I don't know which parts are important."	

UDL and Differentiation ∞

How could you further modify this template to provide additional scaffolding or acceleration?

Turn the TIDE with SRSD

Next year, in my classroom…

Self-Talk:

		Self-Talk:
T	□ Self-Regulated Strategy Development (SRSD) is…	
	□ Research states…	
I	□ This flexible approach can be…	
D	□ The stages of SRSD are… and the strategies are…	
	□ Self-talk is a powerful component because…	
E	□ Next year, in my classroom…	

For More Information

- **Powerful Writing Strategies for All Students**
  https://www.amazon.com/Powerful-Writing-Strategies-All-Students/dp/1557667055
  This book contains practical supplemental lesson plans for all students.

- **ThinkSRSD**   https://www.thinksrsd.com/
  ThinkSRSD is the community of teachers and researchers who use and study SRSD.

- **IRIS: Using Learning Strategies To Enhance Student Learning**
  https://iris.peabody.vanderbilt.edu/module/srs/
  The IRIS Center is a national center dedicated to improving education outcomes for all students, especially those with disabilities.

- **SRSD Online**   https://srsdonline.org/
  Writing to Learn is an online SRSD teacher training course with mentor support.

- **SRSD Padlet** https://padlet.com/amandanickerson/rsva1t6a4opps6am
  These resources, and others, have been curated for easy access.

Summary Paragraph
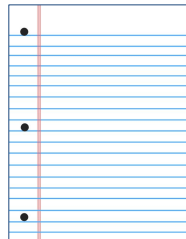
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