<p style="text-align: center"><strong style="color: red">ADHD:</p>

<p style="text-align: center; color: blue">Self- Regulated Strategy Development (SRSD)</p>

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Self-Regulated Strategy Development (SRSD):

To order instructional material on the SRSD strategy: *Powerful Writing Strategies for all Students* at:
http://www.brookespublishing.com/store/books/harris-67052/index.htm

What is it?

- An evidence-based model for helping students in the writing process
- Helps students to develop relevant thinking and self-regulating skills
- Uses explicit instruction, simplification of the writing process, while integrating goal setting, self-monitoring, and self-reinforcement

Purpose:

- To support students with planning, composing, revising, or assessing their writing
- To explicitly teach students the writing process and to self-monitor that process

Advantages:

- Can be used at any age level
- Can be used for narrative, expository, and persuasive compositions
- Includes a mnemonic acronym for learning and remembering the strategy steps
- Flexibility of components allows for differentiation of instruction to meet individual student needs
- Can be used in inclusive classrooms, small groups, and in one-to-one settings

Procedural Stages:

- **Stage 1: Develop Background Knowledge –** increasing students' background knowledge of a topic
    - Discussions or brainstorming about how to write successfully, writing purpose, and what skills are needed to meet a writing goal
    - Determine basic skill levels
        - Task analysis – to determine if students have skills necessary to use this strategy
    - Other methods for checking skill level
        - Observations of student performance
        - Using curriculum-based measurements (CBM)
        - Asking students
    - Skill deficits should be addressed before introducing this new strategy.
- **Stage 2: Discuss It–** stresses the importance of when and how to use the SRSD writing strategy to bring students to the point of self-regulation
    - Sell the strategy to the students
        - Active student involvement
        - Teacher enthusiasm

- Improved academic performance
- Specific motivation for students involved

➡️ Explain the benefits
- Discussion and examples of current performance
- Ask questions about writing confidence, or topic knowledge

➡️ Introduce students to the strategy steps
- Explain one at a time
- Monitor students' understanding
- Work in cooperation with students

■ **Stage 3: Model It –** teacher models how to use the writing strategy using "think aloud" (modeling that goes beyond just listing the steps, it allows the students to see and hear the thinking process used to implement the strategy)
Think aloud strategy example: www.unl.edu/csi/Pdfs/thinkal.pdf

➡️ Use self-instruction including
- Problem definition
- Planning
- Strategy use
- Self-evaluation
- Coping and error correction
- Self-reinforcement statements

➡️ Students and teacher analyze the teacher's performance and decide together what changes may need to be made to the writing strategy

➡️ Students write down self-statements that they will use during writing

■ **Stage 4: Memorize the Strategy –** commit the steps to memory
➡️ Memorizing is essential as students need to focus on the writing, not remembering the steps
➡️ For initial support the steps could be written on wall charts, or individualized copies could be given to those students who have difficulty with memorization
➡️ Use repetition and variation to encourage memorization
➡️ Students need to know and understand each step of the memorized strategy.

■ **Stage 5: Support the Strategy –** most important step
➡️ Scaffolding – teacher begins with significant support, but gradually withdraws that support as the student takes over the responsibility for using the strategy (visual representation: www.unl.edu/csi/Pdfs/scaffold.pdf)
➡️ Provide whatever support students need to move from their current level of performance to independence in the use of the strategy
- Working collaboratively on tasks and gradually fading that help

- Small group work
- Re-modeling the strategy
- Prompting steps
- Corrective feedback

■ **Stage 6: Independent Performance**
  ➡ Goal of this strategy is not for the explicit use of the strategy by the students, but to improve academic performance
  ➡ Students may adapt strategies
  ➡ Teachers continue to monitor strategy use
  ➡ Assessment of instruction

For further information go to: www.unl.edu/csi/teachingstrategy.shtml#stage1

Or

www.teachingld.org/pdf/alert17writingSSRD.pdf

Or

A Case Study using the SRSD Method:

http://www.nppsd.org/pages/uploaded_files/ICS-013.pdf

Or

http://www.interdys.org/ewebeditpro5/upload/Effective_Instruction_Mason.pdf