

**Beliefs, Motivation Goals,  
Monitoring, Reflecting, and Planning**

**Teaching Students to Self-Regulate  
Learning**

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Flint Hill School

Presentation materials/resources at  
<http://responsiveeducation.blogspot.com/>

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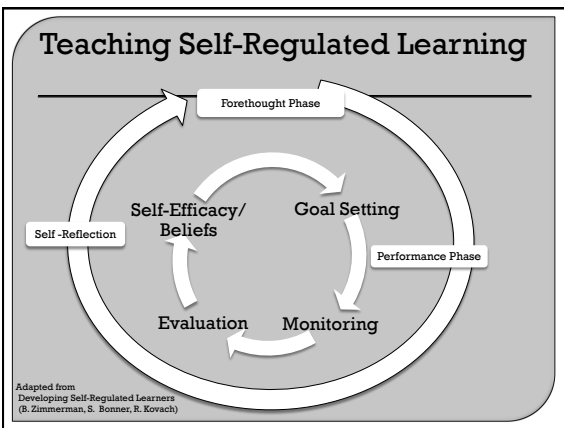
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**Self-Regulation Inventory**  
<http://www.performwell.org>

**Adult Student Self-Regulatory Inventory (ASRI)**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Circle the number that best describes how you are doing. Mark the box under the rating that best applies to you.

	Not at all	Not very	Neither	Intermediate	Really		Not at all	Not very	Neither	Intermediate	Really	
	hard for me	hard for me	not hard for me	hard for me	hard for me		hard for me	hard for me	not hard for me	hard for me	hard for me	
1. It's hard for me to notice when I'm "out of control" (e.g., I'm angry, I'm nervous, I'm bored, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		20. When I'm excited about something, I get so excited that I'm getting out of control (e.g., I'm laughing, I'm crying, I'm shouting, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. When I'm sad, I can't think about anything else.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		21. I can't find any fun in life with all the stress and pressure.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I'm planning but giving up on things before I've even started.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		22. I'm always thinking about things I'm going to do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I can't find ways to make myself feel better when I'm sad.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		23. I get so excited when I'm planning that I forget to do anything.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I lose track of the time when I'm doing something fun.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		24. I'm always getting excited about something, but I never get it done.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. When I'm stressed (e.g., I can't sleep, I can't eat, etc.), I can't think about anything else.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		25. I'm always thinking about things I'm going to do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I'm always thinking about things I'm going to do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		26. I'm always thinking about things I'm going to do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

© 2005, The Assessment for Regulatory Inventory. The development and validation of the ASRI are described in detail in the book, *Teaching Self-Regulation*, by B. Zimmerman, S. Bonner, & R. Kovach.

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Forethought Phase of Self-Regulation

## Learning Beliefs

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**Self-Efficacy**  
vs.  
**Self-Confidence**

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Forethought Phase of Self-Regulation

## Measuring Self-Efficacy Belief

*Table 2. Means, standard deviations, and factor loadings for the SELF-A*

Question	M	SD	Factor Loading
1. When you miss a class, can you find another student who can explain the lecture notes as clearly as your teacher did?	71.28	12.14	.77
2. When your teacher's lecture is very complex, can you write an effective summary of your original notes before the next class?	74.28	15.17	.66
3. When a lecture is especially boring, can you motivate yourself to keep good notes?	71.14	15.14	.77
4. When you had trouble understanding your instructor's lecture, can you clarify the confusion before the next class meeting by comparing notes with a classmate?	74.77	14.35	.82
5. When you have trouble studying your class notes because they are incomplete or confusing, can you review and rewrite them clearly after every lecture?	76.61	15.46	.80
6. When you are taking a course covering a large amount of material, can you condense your notes down to just the essential facts?	76.82	12.84	.82
7. When you are trying to understand a new topic, can you associate new concepts with old ones sufficiently well to remember them?	77.61	13.05	.66
8. When another student asks you to study together for a course in which you are experiencing difficulty, can you be an effective study partner?	76.49	13.02	.82
9. When problems with friends and peers conflict with schoolwork, can you keep up with your assignments?	73.90	14.39	.79
10. When you find yourself getting increasingly bored in a new course, can you increase your study time sufficiently to catch up?	72.79	14.25	.82
11. When you find yourself getting increasingly bored in a new course, can you increase your study time sufficiently to catch up?	73.30	14.00	.81
12. When you discover that your homework assignments for the semester are much longer than expected, can you change your other priorities to have enough time for studying?	76.46	14.21	.87
13. When you have trouble recalling an abstract concept, can you think of a good example that will help you remember it in the end?	77.83	12.76	.83
14. When you have to take a test on a subject you dislike, can you find a way to motivate yourself to come to a good grade?	75.59	14.16	.68
15. When you are feeling depressed about a forthcoming test, can you find a way to motivate yourself to do well?	76.28	12.51	.81
16. When your last test results were poor, can you figure out potential questions before the next test that will improve your score greatly?	77.12	12.72	.76
17. When you are struggling to remember technical details of a concept for a test, can you find a way to associate those together that will ensure recall?	79.65	13.36	.80
18. When you think you did poorly on a test you just finished, can you go back to your notes and locate all the information you had forgotten?	79.57	14.16	.79
19. When you find that you had to "cram" at the last minute for a test, can you begin your test preparations much earlier on your next exam to ensure the best time?	77.07	12.44	.83

Zimmerman, B. & Kitsantas, A. (2007). Reliability and Validity of Self-Efficacy Learning Form (SELF). *Journal of Psychology, 218*, 3, 187-183.

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Forethought Phase of Self-Regulation

## Motivation is mediated by Beliefs

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    graph TD
      A[Self-Efficacy/Beliefs] --> B[Goal Setting]
      B --> C[Monitoring]
      C --> D[Evaluation]
      D --> A
  
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Adapted from  
Developing Self-Regulated Learners  
(B. Zimmerman, S. Bonner, R. Kovach)

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**Forethought Phase of Self-Regulation**  
**Motivation**

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**Reflection**

Subject	What contributed to your performance in this subject? ...list strategies used
In which subjects did you experience the most success last year? Precalc, Spanish	Studied more, Retake tests
In which subjects did you experience the LEAST success last year? History	Relationship with the teacher, missed a couple of homework
What is your favorite subject? Robotics	Hands-on, enjoy it, APCS
What is your least favorite subject? Math	It's a boring subject so teacher relationship makes a difference

**Experiences**

**Intrinsic Motivation versus Extrinsic Motivation**

Interest	Praise
Value	Gains
Enjoyment	Rewards

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**Forethought Phase of Self-Regulation**  
**Goal Theories**

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**Personal Coaching Agreement**

**SMART GOALS**

Set 1-3 Goals that we will review together every three months.

What things keep you from achieving these goals?

**List The Actions Necessary to Attain Your Goals**

Rewards motivate us...How will you reward yourself for accomplishing your goals?

Goals Long Term	Action Steps Short Term	Things that Could Stop You

**Performance Orientation versus Mastery Orientation**

<p>Intelligence is fixed</p> <p>Maladaptive Learning Beliefs</p> <p>Anxiety,</p> <p>Feeling of defeat...lack of success, self-worth</p>	<ul style="list-style-type: none"> <li>• Intelligence is malleable</li> <li>• Prior experience</li> <li>• Teacher expectations</li> <li>• Relatedness</li> <li>• Ability to put things in perspective</li> </ul>
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**Forethought Phase of Self-Regulation**  
**Goals**

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Forethought Phase of Self-Regulation

### Choosing Strategies

- English
- Math
- Science
- History

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### RECAP

Academic Achievement

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Motivation

↑

Goals

↑

Beliefs (standards)

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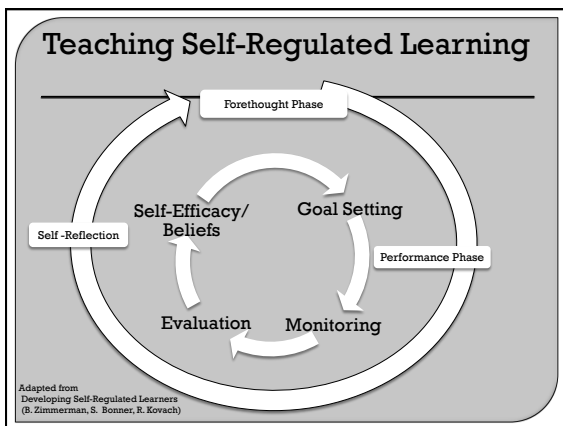
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## Thank You

Presentation materials/resources at  
<http://responsiveeducation.blogspot.com/>

### RESOURCES

Bembenuty, H., (2011). Meaningful and maladaptive: Homework practices: The role of self-efficacy and self-regulation. *Journal of Advanced Academics*, 22, 3.

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