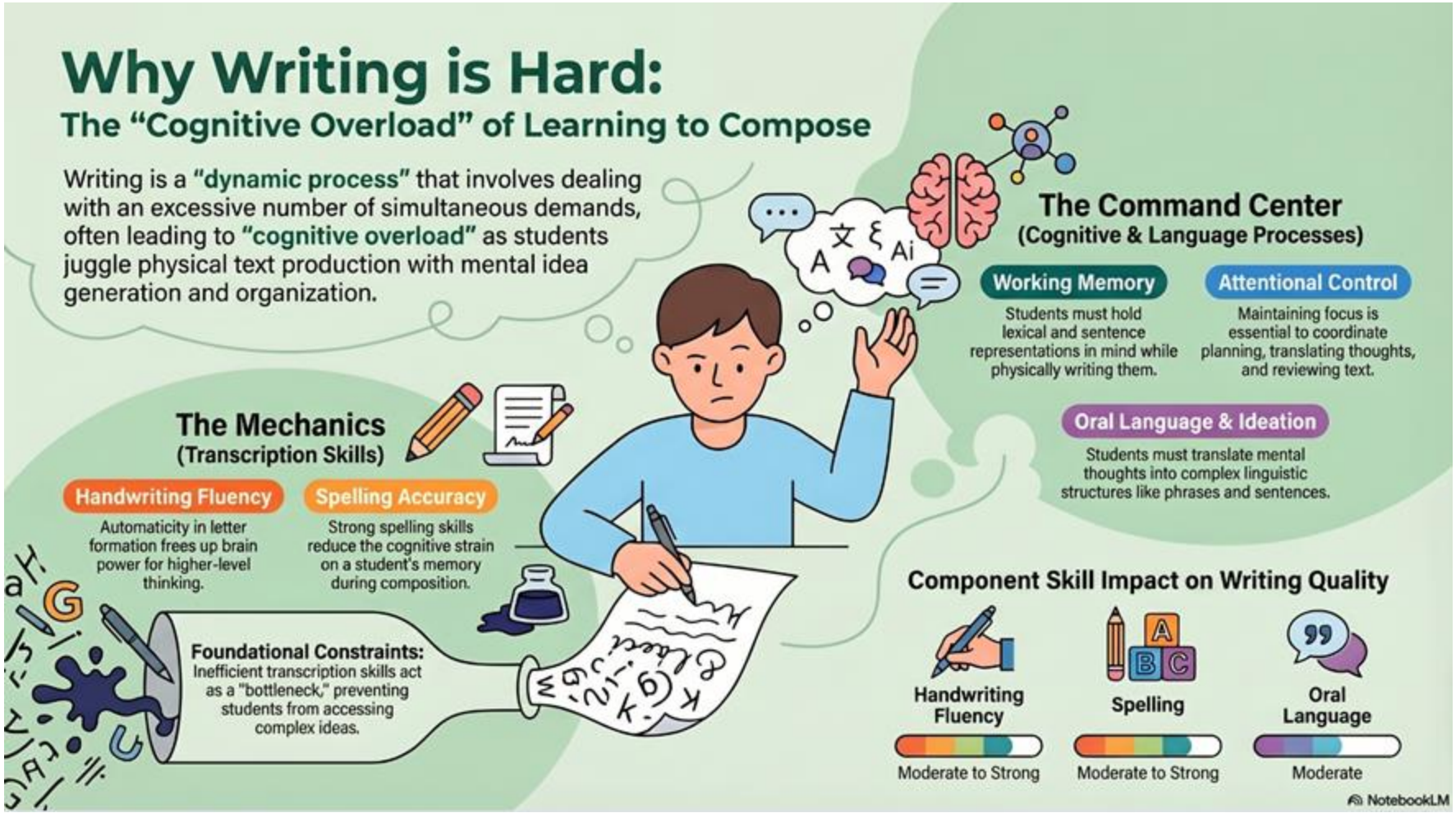
Self-Regulation Strategy Development

Janel Bowman, Ed. D.
Intervention Coach, Gahanna Jefferson Schools
Contributing Faculty Member, Mount St. Joseph University
IMSLEC Orton-Gillingham Trainer

This presentation contains examples and resource materials that are provided for the user's convenience. The inclusion of any material is not intended to reflect its importance, nor is it intended to endorse any views expressed, or products or services. These materials may contain the views and recommendations of the presenter as well as hypertext links, contact addresses and websites to information created and maintained by other public and private organizations. The opinions expressed in any of these materials do not necessarily reflect the positions or policies of the U.S. Department of Education or Ohio Department of Education and Workforce. The U.S. Department of Education and Ohio Department of Education and Workforce do not control or guarantee the accuracy, relevance, timeliness, or completeness of any outside information included in these materials. Mentions of specific programs or products in these examples are designed to provide clearer understanding and are not meant as endorsements.

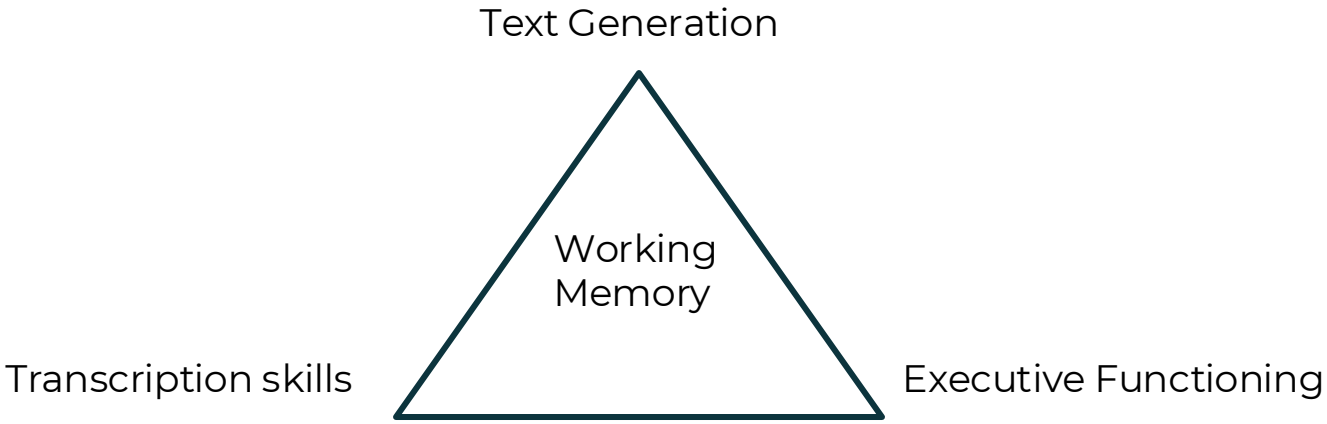
Write

How do you feel about writing?



Grace Kim, 2022;Kent & Wanzek, 2016

What do students need learn to write?



Berninger et al., 2009

Why use Self-Regulation Strategy Development?

SRSD uses explicit strategy instruction to teach writers the writing process: planning, writing, revising, and editing.

SRSD supports writers in learning self-regulation procedures to monitor themselves as they write.

SRSD Increases motivation and positive attitudes about writing.

Harris et al., 2013

SRSD is designed to help students become fluent, independent, self-regulated, goal oriented learners.

—Karen Harris, 2002

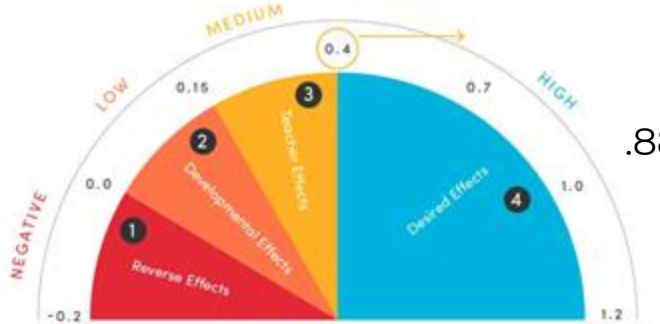
SRSD Research...

- Improved writing quality in students with disabilities, EL students, ADHA, struggling writers and general education students.
- Improved 5 main aspects of performance: genre elements in writing, quality of writing, knowledge of writing, approach to writing and self- efficacy.
- Examined in over 200 studies
- Recognized as an evidence-based practice by four independent groups, including the What Works Clearinghouse.

Harris et al., 2017

Effect Size

Meta-analyses indicate that strategy instruction has the strongest impact on writing performance of any researched intervention for school-age students, with **SRSD showing the strongest impact** within that category.



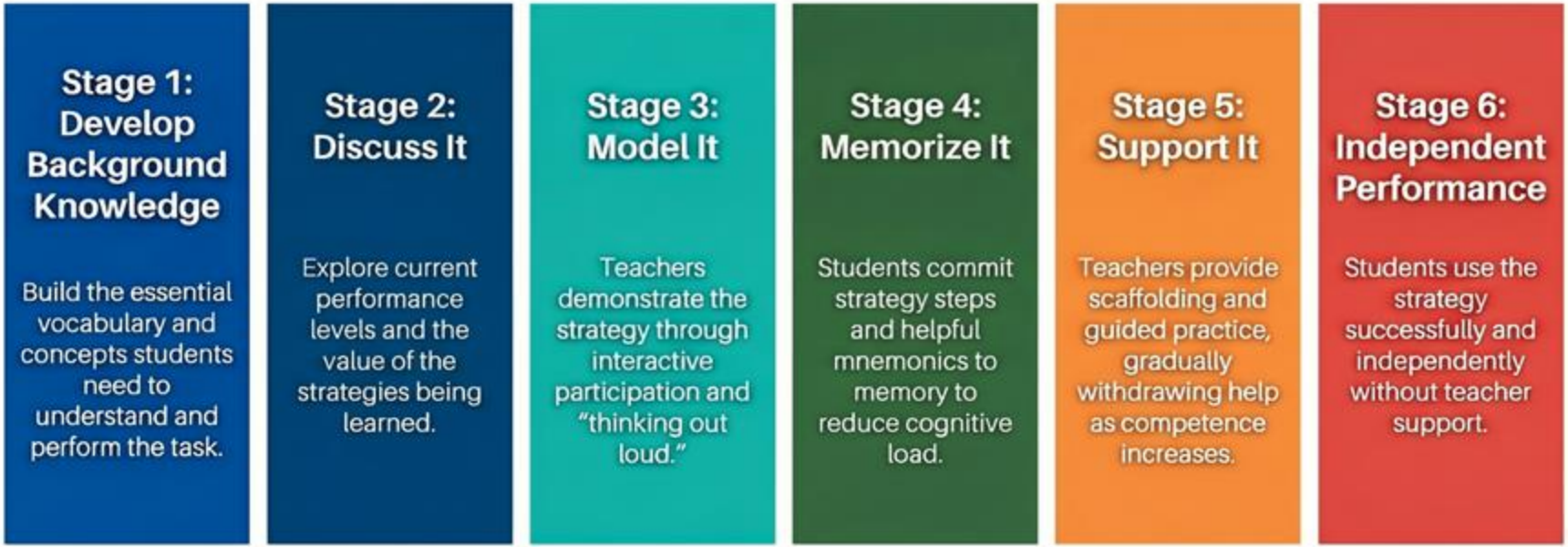
.88 grades 6-12

1.17 elementary

Graham, et al., (2012); Graham, et al., (2025)

What is SRSD Instruction?

SRSD Stages



Harris et al., 2008

Activate it

Background Knowledge

In this phase, teachers build the foundational knowledge and vocabulary required for the writing task.

Teachers and students analyze genre-specific examples (such as informational or persuasive text) to identify the traits of effective writing and introduce initial goal setting.

Read and discuss genre elements in current text.

Harris et al., 2008

Discuss it

Reading supports writing

In this stage, the teacher and students explore current writing attitudes and beliefs. The teacher introduces self-monitoring, emphasizing that combining effort with powerful strategies leads to success.

- Discuss the specific type of writing
- Review past work to identify a specific goal.
- Work together to establish a clear goal.
- Identify what to work on (e.g., increasing the use of descriptive words).
- Discuss exactly when and where to use the strategy.

Harris et al., 2008

Model it

Most Critical Stage

In the **I do** stage, the teacher performs an explicit think-aloud to **model** the **entire** writing process, from analyzing the prompt to writing the final sentence (planning, drafting, revising).

The teacher must explicitly model self-statements used to handle challenges (e.g., "I'm getting tired, but I only have one more paragraph to go") or success (e.g., "I did a great job using my mnemonic here").

Following the model, students develop and record their own personal self-statements to use during writing.

Harris et al., 2008

Memorize it

Happens throughout all stages

In this stage, students retrieve and practice internalizing the writing strategy. They memorize the meaning of each step in the mnemonic and self-statements if needed.

Teachers use games or flashcards to memorize each component of the strategy.

Harris et al., 2017

Support it

Scaffolds

During the **We do** stage, teachers and students use strategies collaboratively. The teacher provides scaffolds like sentence prompts, word lists, and self-statement sheets, which are **faded** as the student becomes more proficient.

Typically the student does not write independently until this stage and they are supported through the process.

Harris et al., 2013

Independent Performance

In the **You do** stage, students use their writing and self-regulation strategies independently. Overt supports (like graphing or self-statement sheets) are discontinued as the skills become internalized.

The teacher monitors and supports as needed.

Harris et al., 2017

Self-Regulation skills are developed during each stage of SRSD instruction.

Key-Self Regulation Components

Goal Setting

Students learn to set challenging goals for including specific genre elements and improving their writing quality.

Self Talk

This involves an internal narrative that helps students define the problem, stay focused, implement strategies, and cope with frustration or fatigue.

Harris et al., 2008

Key-Self Regulation Components

Self Evaluating
Self Monitoring

Students track their own progress, often by graphing the number of genre elements included in their essays compared to their pre-instruction performance.

Self Reinforcement

Students learn to reward themselves for their effort and for meeting their writing goals.

Harris et al., 2008

How does SRSD instruction work within current curriculum?

SRSD Mnemonics

POW - Pick an idea, Organize, Write and say more

TIDE

Informational
Topic, Important Details (+3), Ending

C-SPACE

Narrative
Character, Setting, Action, Climax, Ending

PLAN

Pay Attention to the Prompt, List Main Ideas to Develop your Essay, Add Supporting Details, Number Major Points in Order

STOP & DARE

Argument
Suspend Judgment, Taking a side, Organize, Pick a Side

TREE

Opinion
Topic, Reason, Explanation, Ending

Harris et al., 2017; thinkSRSD, 2016

Connect SRSD to reading content

COMMONLIT

Name: _____ Class: _____

The Plastic Problem

By Jacqueline Pratt-Tuke
2021

Plastics are a part of everyday life, but they can cause problems for the planet. In this text, Jacqueline Pratt-Tuke shares the problems with plastics. As you read, take notes on the author's point of view about plastics.

[1] I grab the last few strawberries from the fridge and cut them for breakfast, tossing them in a bowl and tossing their plastic container in the trash. I pull two slices of bread from a plastic bag, heat them in the toaster, and then load the browned bread with peanut butter scooped from a plastic jar. Next, I pour a cup of orange juice from its plastic Tropicana container to wash down the thick, sticky peanut butter.

Pause and count. How many plastics did you use as you got ready for school today?

Plastic products are so convenient. Use them, toss them, and forget about them.

"Plastic pollution and juvenile fish" by Najo Bertolt Jensen is licensed under CC0.

Activate it

The Plastic Problem, expository article is the classroom reading teaching about the problems plastic causes for the planet.

Vocabulary: Plastics are not **biodegradable**: meaning that they do not **decompose**; break down.

Focus attention to the task: “We are going to write an informational essay about how plastic is ending up in the ocean and what people can do to help.”

We will use **POW** to begin our plan and develop questions to help us get ready to write.

Discuss it! Oral discourse is critical

Discuss current writing strategies. Review a past writing activity or give students a pretest to assess strategy application.

Develop self-regulation questions:

- What steps do I need to take to begin my writing?
- Do I have important information in my article underlined?

Positive Self Talk

- I need to stay focused.
- If I work hard I will write a good informational essay.
- Make sure I complete all parts of POW

Pick my Idea
Organize
Write
Edit
Revise

T ID E

Topic
ID Important **D**etail x3
Ending

Harris et al., 2008; thinkSRSD, 2016

Discuss it!

Teacher created essay:

In the article "Tiny Plastic, Big Problem" by Alison Pearce Stevens, the author explains that plastic trash is a major threat to our oceans because it never truly goes away. Every piece of plastic ever made still exists because plastic can only break down into tiny bits called "microplastics" that are smaller than a grain of rice. This is a huge problem because these tiny pieces are almost impossible to clean up, and sea creatures often mistake them for food, which can make them very sick. We must use less plastic to keep our oceans safe since these small, permanent pieces of trash will stay in the water forever.

Pick my idea
Organize
Write
Edit
Revise

T ID E

Topic
Important **D**etails x3
Ending

The teacher provides TIDE to the students and they label each part as they read the essay together

- Does the topic sentence tell what you are going to be learning?
- Identify the number of important details. Does the writer need to say more?
- Does the essay use vocabulary to make the essay strong?
- Does the ending wrap it up right?

Discuss it!

Pick my idea
Organize
Write
Edit
Revise

T ID E

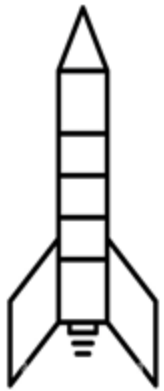
Topic
Important
Details
Ending

Review a previous writing assignment or give students a pretest.

- Work with students to identify which parts they have and which ones are missing.
- Students count up their parts and fill in the spaces on the rocket.

Set a Goal

1. Explain the the goal is to write better informational essays. Review the parts of TIDE
2. Students set a personal goal



Quiz students to see if they know what POW and TIDE mean?

Harris et al., 2008; thinkSRSD, 2016

Model it! I do it

Pick my idea

Begin with self-statements.

"Take my time. Find the most important information."

Organize my notes

Use TIDE
Develop a topic sentence. "I like this sentence!"

"Now I need to write down the important details. Stay focused and only write notes."

Write & say more

I need to write and say more. I will use my notes and add vocabulary from the text.

Harris et al., 2008

Prompt: After reading Tiny Plastic, B
plastics are harming many animals i
from the text to support your answer.

In the article, "Tiny Plastic, Big Problem" by Alison Pearce Stevens, the author explains how plastics from all over the world end up in the ocean. Since plastics never break down, they end up in many rivers and streams then travel to the ocean. Once in the ocean, the plastic floats on the top of the water or clings to small plants and crustaceans. Animals that eat close to the surface of the water eat a bunch a plastics.

Birds dart down from the sky and scoop up small fish near the surface of the water. When they scoop up the fish, they also pick up plastic floating on the surface.

I have lots of notes plastics never breaking down.

I want to make sure I share how plastic gets into the ocean

The word crustaceans is important

I need to go back to my text to find information about birds.

Teacher Models the writing Process

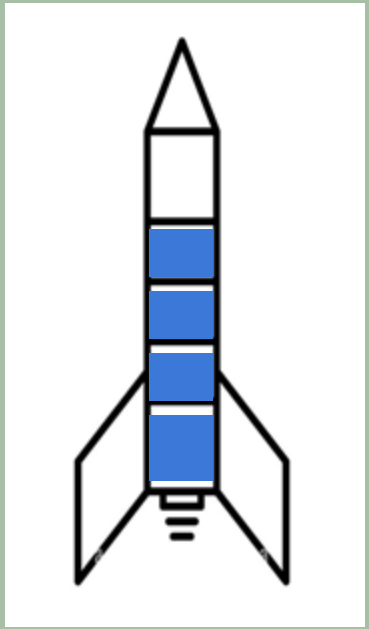
er uses self talk to begin the ocess and monitor their writing.

"I need to think about how to write my sentence."

I will reread the prompt and sure I have information in my notes.

"That's where I will start! I should look at my notes and pull together the important details. This will help me write a good topic sentence."

Wrap up Modeling



After modeling, show students how check your writing

Self evaluate the essay by asking questions and using the mnemonic to check.

- “Can I think of anything else to add?”
- “My ending is great!”
- “I need to check to make sure my essay has all of the parts.”
- “I will label each part on my rocket to see if I have everything.”

Harris et al., 2008

Memorize it

Retrieval Practice: to memorize the strategy and the mnemonic.

- Quiz on the meaning of POW + TIDE
- Match a mnemonic to a writing prompt.
- Provide a blank graphic organizer and the students fill it in. They compare with a partners.
- Create a chant or cheer.

Regan, K. & Mastropierri, M., 2009

Support it!
Collaborate with Students

Students set goals, determine their self monitoring strategy, and self-reinforcement is encouraged when students are successful.

Provide a Scaffold

Collaborative oral planning and organizing for writing

Provide cue and prompt cards
POW + TIDE

Transition Words

Provide students with a list or example of transition words or subordinate conjunctions to connect information.

Feedback

The teacher reviews student work frequently and provides feedback on strategy application.

Students work with peers for peer editing.

Harris et al., 2008; Harris et al., 2013

Independent Writing

Monitor & Support

Provide Verbal Feedback to support student application.

Fade overt supports and have students add what they need.

Partner Work

Place students into partnerships for continued support.

Harris et al., 2008

POW + TIDE

Pick My Idea(s)
Organize my notes
Write and say more
+
T- Topic introduction
Did I tell what it's all about?
ID- Important details (3 or more)
Did I develop my points?
E- End
Did I wrap it up right?

Harris, K.R., Graham, S., Mason, L.H., & Friedlander, B. (2008). *Powerful Writing Strategies for All Students*. Baltimore, MD: Paul H. Brookes Publishing Co., Inc
© thinkSRSD, 2016. All Rights Reserved. Teachers may copy for classroom use.

How often?

The time to learn and apply the strategies:

- 8-12 sessions
- Sessions lasting 30 minutes (some studies state 20 minutes)
- 4-8 weeks
- 3 session

Harris et al., 2017

Bring it all together

Activate it, develop background knowledge	Teach genre, identify examples in reading text.
Discuss it	Discuss planning, mark up mentor text, analyze poor writing and identify what is missing.
Model It	Model the first writing task of unit using self talk and applying each step of the plan/strategy.
Memorize it	Throughout lessons, pause and have students retrieve the meaning of the mnemonic.
Support it	Guide the students through the writing process.

References

Berninger, V. W., García, N. P., & Abbott, R. D. (2009). Multiple processes that matter in writing instruction and assessment. spelling. In G. A. Troia (Ed.), Instruction and assessment for struggling writers: Evidence-based practices (p 28-29). Guilford Press.

Grace Kim, Y. S. (2022). Do written language bursts mediate the relations of language, cognitive, and transcription skills to writing quality?. *Written communication*, *39*(2), 200-227.

Graham, S., & Perin, D. (2007). Writing next-effective strategies to improve writing of adolescents in middle and high schools.

Harris, K. R., Graham, S., Aitken, A. A., Barkel, A., Houston, J., & Ray, A. (2017). Teaching Spelling, Writing, and Reading for Writing; Powerful Evidence Based Practices. *TEACHING Exceptional Children*, *49*(4), 262–272.

Harris, K. R., Graham, S., Friedlander, B., Laud, L. (2013). Bring powerful writing strategies into your classroom! Why and how. *The Reading Teacher*, *66*(7), 538-542.

Harris, K., Graham, S., Mason, L., Friedlander, B (2008). Powerful writing strategies of all students. Brooks Publishing.

Kent, S. C., & Wanzek, J. (2016). The relationship between component skills and writing quality and production across developmental levels: A meta-analysis of the last 25 years. *Review of Educational research*, *86*(2), 570-601.

Regan, K. & Mastropierri, M., (2009). Current practice alerts. Self regulated strategy development for writing. *Division for Learning Disabilities*, Teaching LD.org, 17.

Shen, M., & Troia, G. A. (2018). Teaching Children with Language-Learning Disabilities to Plan and Revise Compare-Contrast Texts. *Learning Disability Quarterly*, *41*(1), 44–61.

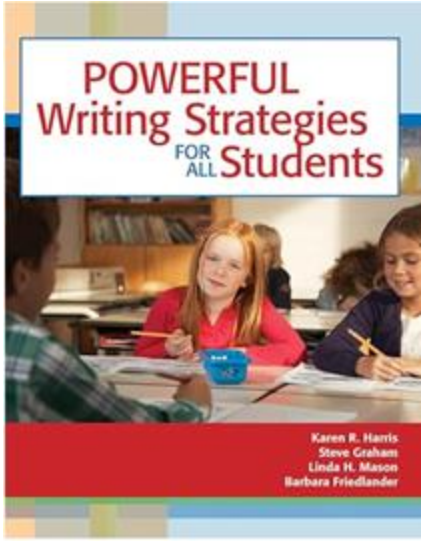
Resources

Websites:
Think SRSD releasing writers https://thinksrsd.com/

SRSD online:

The Iris Center: SRSD Using learning strategies to enhance student learning

Article:
Bring powerful writing strategies into your classroom! Why and how.



Book
Powerful Writing Strategies for all Students by Harris, Graham, Mason, & Friedlander

POW + TIDE

Pick My Idea(s)
Organize my notes
Write and say more
+
T- Topic introduction
Did I tell what it's all about?
ID- Important details (3 or more)
Did I develop my points?
E- End
Did I wrap it up right?

Harris, K.R., Graham, S., Mason, L.H., & Friedlander, B. (2008). *Powerful Writing Strategies for All Students*. Baltimore, MD: Paul H. Brookes Publishing Co., Inc
© thinkSRSD, 2016. All Rights Reserved. Teachers may copy for classroom use.

TIDE Graphic Organizer

thinkSRSD Releasing Writers

Thank You!

Do you have any questions?

janelbowman@gmail.com

CREDITS: This presentation template was created by **Slidesgo**, including icons by **Flaticon**, and infographics & images by **Freepik**

SLIDESGO