

# AT YOUR Fingertips

## Lessons and Activities

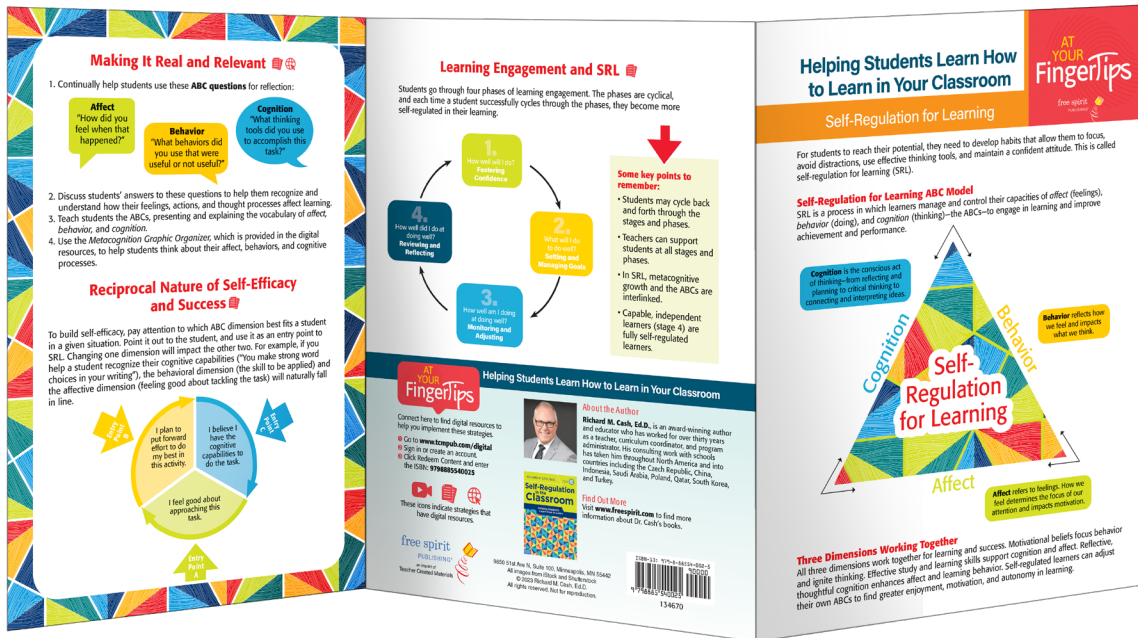
Helping Students Learn How to Learn in Your Classroom  
K-12

### Table of Contents

Cover (1 page)

Four Stages for Building the ABCs of Learning (1 page)

Learning Engagement and SRL (1 page)



# Helping Students Learn How to Learn in Your Classroom

AT  
YOUR  
FingerTips

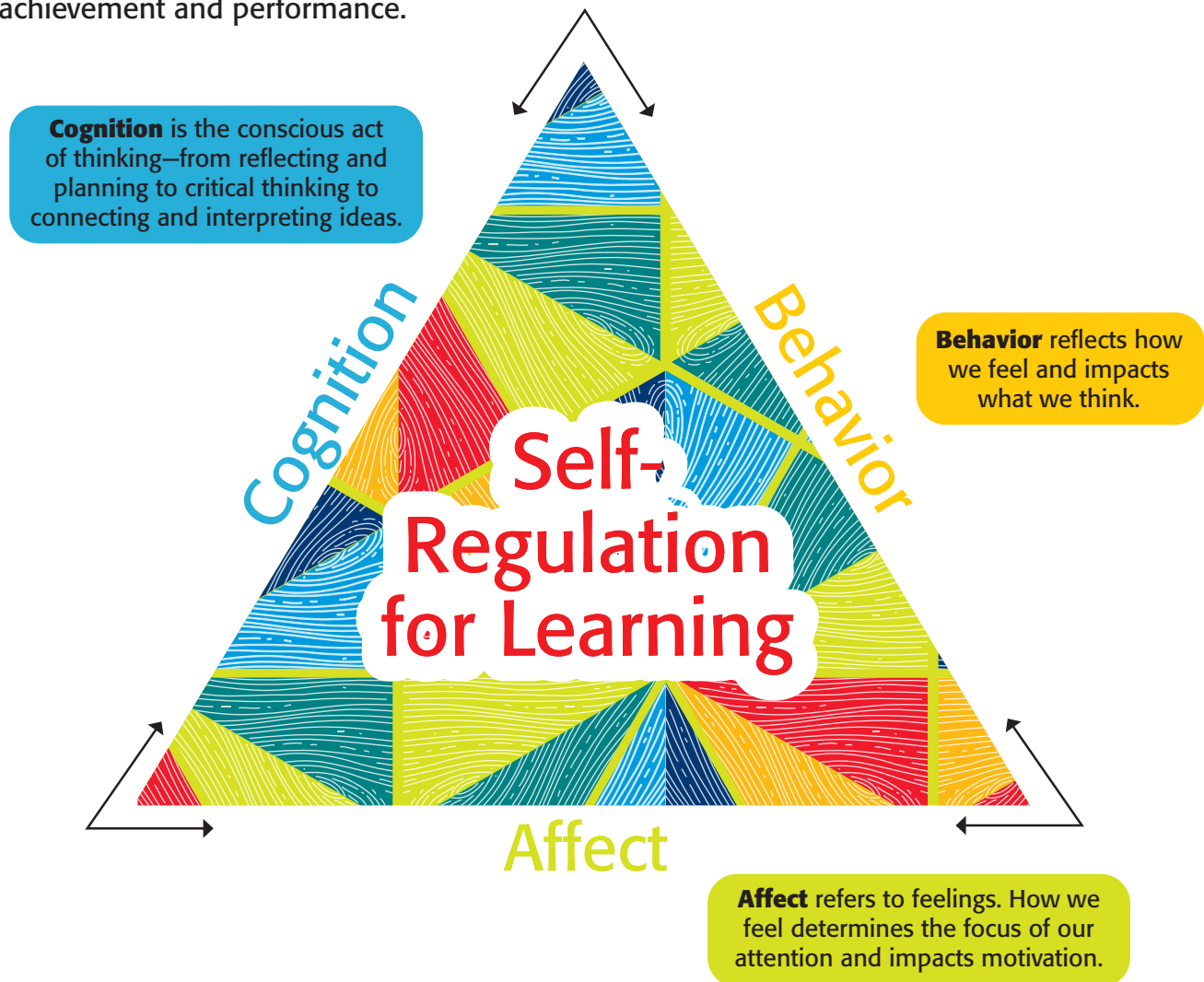
free spirit  
PUBLISHING®

## Self-Regulation for Learning

For students to reach their potential, they need to develop habits that allow them to focus, avoid distractions, use effective thinking tools, and maintain a confident attitude. This is called self-regulation for learning (SRL).

### Self-Regulation for Learning ABC Model

SRL is a process in which learners manage and control their capacities of *affect* (feelings), *behavior* (doing), and *cognition* (thinking)—the ABCs—to engage in learning and improve achievement and performance.



### Three Dimensions Working Together

All three dimensions work together for learning and success. Motivational beliefs focus behavior and ignite thinking. Effective study and learning skills support cognition and affect. Reflective, thoughtful cognition enhances affect and learning behavior. Self-regulated learners can adjust their own ABCs to find greater enjoyment, motivation, and autonomy in learning.

# Four Stages for Building the ABCs of Learning

With gradual release of teacher control (“I”), students develop increased responsibility (“you”).

Stage	Definition	Affect	Behavior	Cognition
<b>STAGE 1</b> <b>Model &amp; Observe</b> <b>“I do, you watch.”</b>	<i>Originate</i> students’ learning of SRL by modeling self-regulation strategies, learning strategies, and positive self-talk.	<ul style="list-style-type: none"> <li>• Discuss feelings and impact on learning.</li> <li>• Discover or pique interests.</li> <li>• Build confidence.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce strategies.</li> <li>• Model step-by-step application and correction.</li> <li>• Encourage social feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce use of graphic organizers.</li> <li>• Introduce thinking strategies.</li> </ul>
<b>STAGE 2</b> <b>Copy &amp; Do</b> <b>“I do, you help.”</b>	Provide <i>interventions</i> at the right time and place to move students beyond just copying actions.	<ul style="list-style-type: none"> <li>• Encourage self-talk.</li> <li>• Encourage discovery of interests.</li> </ul>	<ul style="list-style-type: none"> <li>• Model corrections.</li> <li>• Design group work for support.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide time for reflection.</li> <li>• Suggest using thinking strategies.</li> </ul>
<b>STAGE 3</b> <b>Practice &amp; Refinement</b> <b>“You do, I help.”</b>	Provide opportunities for students to practice tasks and skills in a <i>supportive</i> setting.	<ul style="list-style-type: none"> <li>• Encourage making affirmations about emotions.</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on deliberate practice.</li> <li>• Focus on strategy implementation.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage verbalization of what’s working or not working (self-assessment).</li> </ul>
<b>STAGE 4</b> <b>Independence &amp; Application</b> <b>“You do, I watch.”</b>	<i>Release</i> students to full autonomy, and watch as they reach the final stage of self-regulation.	Monitor that students are: <ul style="list-style-type: none"> <li>• maintaining a positive outlook.</li> <li>• fluidly adjusting emotional responses.</li> </ul>	Monitor that students are: <ul style="list-style-type: none"> <li>• self-monitoring until aware of excellence.</li> <li>• seeking help when necessary.</li> </ul>	Monitor that students are: <ul style="list-style-type: none"> <li>• automatically implementing grand thinking skills.</li> <li>• focusing metacognition on mastery.</li> </ul>

## Metacognition and SRL

Metacognition is the awareness of one’s thoughts and actions. It includes the ability to know, understand, and perform specific tasks. Metacognitive ability controls and regulates thinking habits, such as study habits and memory capabilities. When students learn to think about their own thinking, they develop strategies to identify and solve problems, plan and execute solutions, and evaluate outcomes.

# Learning Engagement and SRL

Students go through four phases of learning engagement. The phases are cyclical, and each time a student successfully cycles through the phases, they become more self-regulated in their learning.



## Some key points to remember:

- Students may cycle back and forth through the stages and phases.
- Teachers can support students at all stages and phases.
- In SRL, metacognitive growth and the ABCs are interlinked.
- Capable, independent learners (stage 4) are fully self-regulated learners.

AT  
YOUR  
**FingerTips**

## Helping Students Learn How to Learn in Your Classroom

Connect here to find digital resources to help you implement these strategies.

- 1 Go to [www.tcmpub.com/digital](http://www.tcmpub.com/digital)
- 2 Sign in or create an account.
- 3 Click Redeem Content and enter the ISBN: **9798885540025**

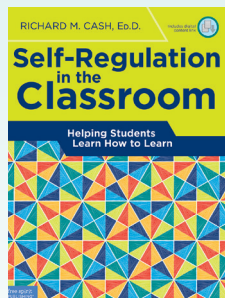


These icons indicate strategies that have digital resources.



### About the Author

**Richard M. Cash, Ed.D.**, is an award-winning author and educator who has worked for over thirty years as a teacher, curriculum coordinator, and program administrator. His consulting work with schools has taken him throughout North America and into countries including the Czech Republic, China, Indonesia, Saudi Arabia, Poland, Qatar, South Korea, and Turkey.



### Find Out More

Visit [www.freespirit.com](http://www.freespirit.com) to find more information about Dr. Cash's books.

**free spirit**  
PUBLISHING®  
an imprint of  
Teacher Created Materials



9850 51st Ave N, Suite 100, Minneapolis, MN 55442  
All images from iStock and Shutterstock  
© 2023 Richard M. Cash, Ed.D.  
All rights reserved. Not for reproduction.



134670