

Middle & High School:  
Academic  
Interventions:  
Increasing Students'  
Self-Management  
Skills



*Jim Wright*

*[www.interventioncentral.org](http://www.interventioncentral.org)*



Access PPTs and other materials from this workshop at:

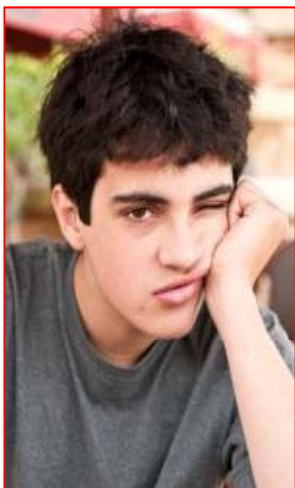
<http://www.interventioncentral.org/slvbooces>

# Tamara & Jack: Contrasting Learners



Has several favorite study techniques that help her to fully comprehend challenging reading assignments.

**+ Cognitive Strategy Use**



Completes a single reading of any assigned text, whether he understands the content or not.

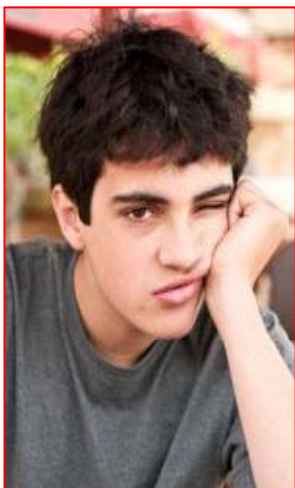
**- Cognitive Strategy Use**

# Tamara & Jack: Contrasting Learners



Attends all classes, takes full notes, has a strong homework routine, and is developing solid time management skills.

**+ Academic Survival Skills**



Takes sporadic notes, lacks a consistent homework routine, and has difficulty planning multi-step academic tasks such as writing a research paper.

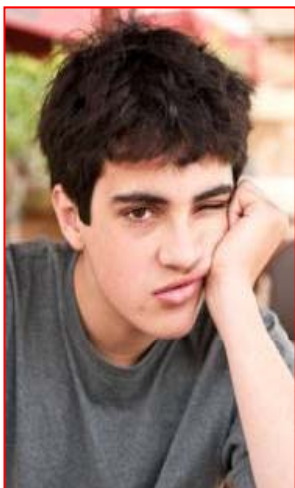
**- Academic Survival Skills**

## Tamara & Jack: Contrasting Learners



Engages in optimistic 'self-coaching' about her work habits and academic performance—and makes adjustments as needed.

**+ Self-Coaching**



Has a negative view of his abilities; seldom sets academic goals of any kind and pays little attention to work performance.

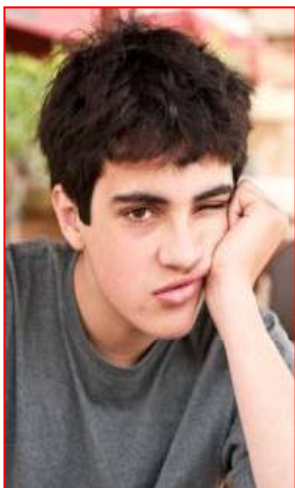
**- Self-Coaching**

## Tamara & Jack: Contrasting Learners



Will seek out teachers immediately if she has a problem with coursework and is able to advocate for her learning needs.

**+ Negotiation/Advocacy**



Avoids meeting with teachers unless forced to—and says little during those instructor conferences.

**- Negotiation/Advocacy**

## Student-Directed Strategies for Academic Success

1. Cognitive strategy use
2. Academic survival skills (a.k.a. 'executive functioning skills')
3. Self-coaching
4. Negotiation/advocacy

## Self-Regulation: Motivation...With a Plan

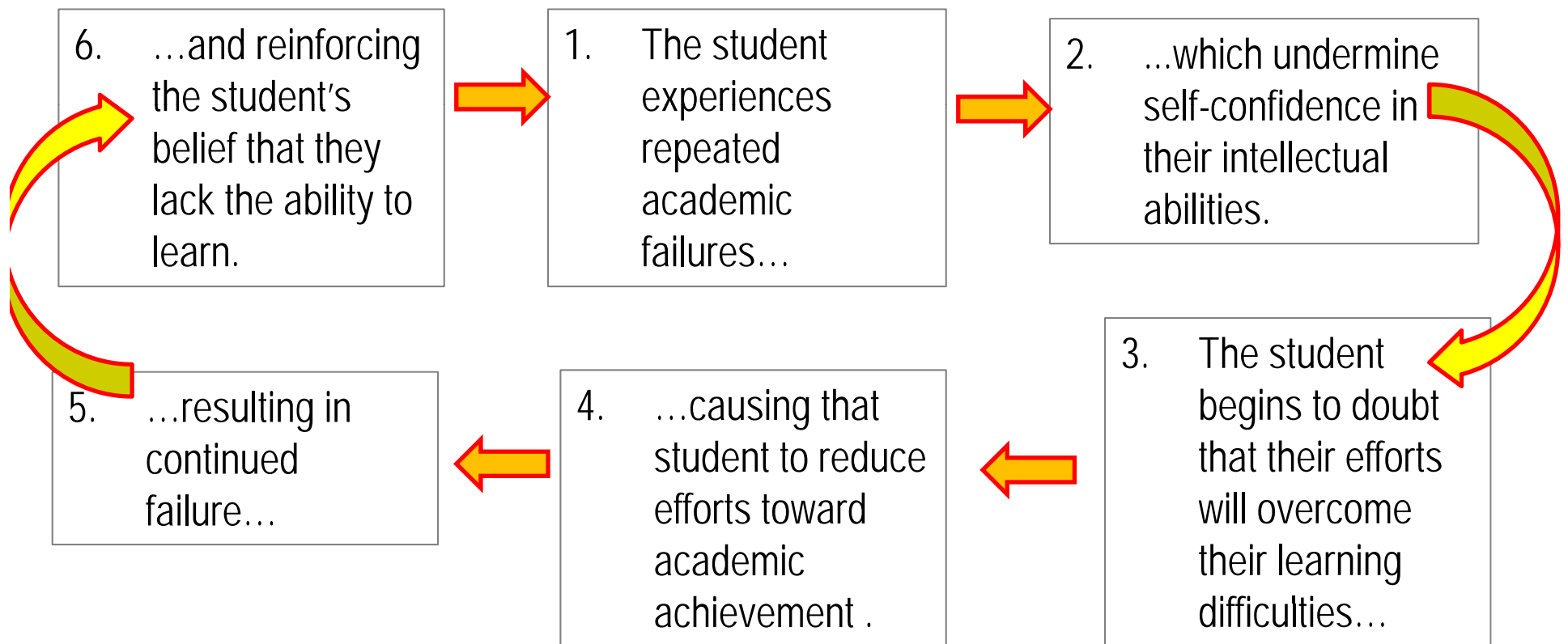
*"Self-regulation of learning* involves learners setting goals, selecting appropriate learning strategies, maintaining motivation, engaging in self-monitoring, and evaluating their own academic progress." p. 451



What is 'learned helplessness'?

# Learned Helplessness: The Failure Cycle

Students with a history of school failure are at particular risk of falling into the learned helplessness cycle:




# Learned Helplessness: The Effects

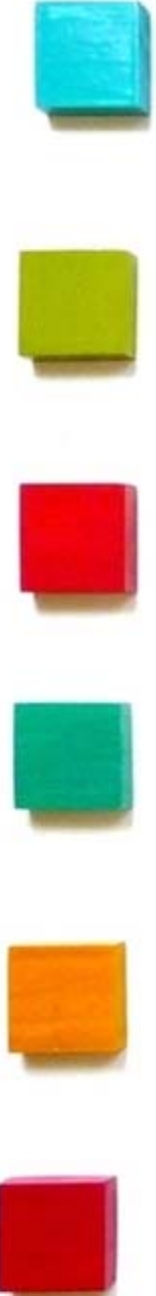
Students who experience a sense of 'learned helplessness' feel powerless to improve their academic performance and standing. They can also experience these negative effects:

1. Reduced motivation to respond in the classroom
2. Lessened ability to associate responding with desirable outcomes
3. Symptoms of depression or anxiety

Source: Sutherland, K. S., & Singh, N. N. (2004). Learned helplessness and students with emotional or behavioral disorders: Deprivation in the classroom. *Behavioral Disorders*, 29(2), 169–181.



*Intervention Sampler.* What are examples of student' directed academic interventions that can increase confidence & promote self-management?



“ *The secret of getting ahead is getting started.* ”

-Mark Twain

# How to...Promote: Reading Comprehension

### Reading Comprehension: Self-Management Strategies

- RETAIN TEXT INFORMATION WITH PARAPHRASING (RAP). The student is trained to use a 3-step cognitive strategy when reading each paragraph of an informational-text passage: (1) READ the paragraph; (2) ASK oneself what the main idea of the paragraph is and what two key details support that main idea; (3) PARAPHRASE the main idea and two supporting details into one's own words. This 3-step strategy is easily memorized using the acronym RAP (read-ask-paraphrase). OPTIONAL BUT RECOMMENDED: Create an organizer sheet with spaces for the student to record main idea and supporting details of multiple paragraphs—to be used with the RAP strategy—to be used as an organizer and verifiable work product.

*Source:* Hagaman, J. L., Casey, K. J., & Reid, R. (2010). The effects of the paraphrasing strategy on the reading comprehension of young students. *Remedial and Special Education, 33*, 110-123.

READ-ASK-  
PARAPHRASE  
(RAP) Sheet:  
Reading  
Comprehension:  
Cognitive Strategy  
(Available on  
Conference Web  
Page)

## Read-Ask-Paraphrase (RAP) Sheet

Name:  Date:  Title/Pages of Reading:

Student Directions: For each paragraph from your assigned reading, (1) READ the paragraph; (2) ASK yourself what the main idea of the paragraph is and what two key details support that main idea; (3) PARAPHRASE the main idea and two supporting details in your own words and write them in the blank provided.

Paragraph 1

Paragraph 2

Paragraph 3

Paragraph 4

Paragraph 5



# Reading Comprehension: Self-Management Strategies

- CREATE A PLAN FOR ASSIGNED READINGS (ART). A means to develop self-monitoring skills in comprehension is to teach students a cognitive strategy : ART: Ask-Read-Tell (McCallum et al., 2010). For challenging passages, the student is trained to apply a 3-step ART sequence, which maps to the pre-reading/reading/post-reading timeline:
  1. ASK: Before reading the text, the student looks over the title of the passage, asks what the topic is likely to be, considers what he or she already knows about that topic, and generates 2 questions that the student hopes to answer through reading.
  2. READ: While reading, the student stops after each paragraph to query whether he or she has adequately understood that section of the passage and, if necessary, applies comprehension fix-up skills.
  3. TELL: After reading, the student attempts to answer the 2 questions posed earlier based on the content just read.

*Source:* McCallum, R. S., Krohn, K. R., Skinner, C. H., Hilton-Prillhart, A., Hopkins, M. Waller, S., & Polite, F. (2010). Improving reading comprehension of at-risk high-school students: The art of reading program. *Psychology in the Schools*, 48(1), 78-86.

Name:  Passage/Page Title:  Date:

**Step 2: Goal While Reading: I READ the passage carefully for full understanding:**

While reading, I stop after each paragraph to ask, "Did I understand what I just read?"

If I do understand the paragraph, I mark it with a plus sign (+) and continue reading.

If I do not understand the paragraph, I mark it with a minus (-) sign and:

- reread the paragraph;
- slow my reading;
- focus my *full* attention on what I am reading;
- underline any words that I do not know and try to figure them out from the reading (context).

Conference Web  
Page)

While reading, I stop after each paragraph to ask, "Did I understand what I just read?"

If I DO understand the paragraph, I mark it with a plus sign (+) and continue reading.

If I do not understand the paragraph, I mark it with a minus (-) sign and:

- reread the paragraph;
- slow my reading;
- focus my *full* attention on what I am reading;
- underline any words that I do not know and try to figure them out from the reading (context).

**Step 3: Goal After Reading: I TELL what I learned from the passage:**

Based on my reading, here are answers to my TWO questions from Step 1:

1.

2.

When I meet with my peer partner, we TELL each other what we learned from the passage, sharing our questions and answers. Then we talk about any other interesting information from the reading.

# How To...Promote Academic Self- Management: Work Planning Skills

# TUTORIAL: How To...Help the Student Develop Work-Planning Skills: Plan, Evaluate, Adjust



The student is trained to follow a plan>work>self-evaluate>adjust sequence in work-planning:

- **Plan.** The student creates a work plan: inventorying a collection of related tasks to be done, setting specific outcome goals that signify success on each task, allocating time sufficient to carry out each task.
- **Work.** The student completes the work.
- **Self-Evaluate.** The student compares actual work performance to the outcome goals to evaluate success.
- **Adjust.** The student determines what to do differently in the future to improve performance and outcomes.

*Source:* Martin, J. E., Mithaug, D. E., Cox, P., Peterson, L. Y., Van Dycke, J. L., & Cash, M.E. (2003). Increasing self-determination: Teaching students to plan, work, evaluate, and adjust. *Exceptional Children*, 69, 431-447.

# Independent Work: Student Planner

Student: Russell Smith Teacher/Staff Member: Mrs. Lampe Date: 11 /04/15

		Planning	Planning	Planning	Self-Evaluation	Self-Evaluation
	Date: _/_/___	Task: Describe the assignment or task to be completed.	Time Allocated: E.g., "20 minutes"; "11:20 to 11:40"	Performance Goal: Your goal for the amount, accuracy, and/or quality of work to be completed.	Actual Performance: Amount, accuracy, and/or quality of the work actually completed.	Goal Met?: Did you achieve the goal within the time allocated?
1	_/_/___	Select Topic				<input type="checkbox"/> YES <input type="checkbox"/> NO
2	11/10/15	Locate Sources	2 hours	Find at least 3 reputable sources	Found 3 sources	<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO
3	_/_/___	Create Notes from Sources				<input type="checkbox"/> YES <input type="checkbox"/> NO
4	_/_/___	Organize Notes into Paper Outline				<input type="checkbox"/> YES <input type="checkbox"/> NO

**Adjustment:** Find any 'NO' responses in the Goal Met? column. In the space below, write the number of that goal and your plan to improve on that goal next time.

Number of Goal Not Met & Action Plan to Fix: 2 Schedule at least 3 hours to find source material on next assignment

Number of Goal Not Met & Action Plan to Fix: \_\_\_\_\_

Number of Goal Not Met & Action Plan to Fix: \_\_\_\_\_

Source: Martin, J. E., Mithaug, D. E., Cox, P., Peterson, L. Y., Van Dycke, J. L., & Cash, M.E. (2003). Increasing self-determination: Teaching students to plan, work, evaluate, and adjust. *Exceptional Children*, 69, 431-447.

# How To...Promote Academic Self- Management: The Learning Contract

### Learning Contracts: Put Student Promises in Writing...

- **Description.** A learning contract is a voluntary, student-completed document that outlines actions the learner promises to take in a course to achieve academic success.
- This contract is signed by the student, the instructor, and (optionally) the parent.

*Sources:* Frank, T., & Scharff, L. F. V. (2013). Learning contracts in undergraduate courses: Impacts on student behaviors and academic performance. *Journal of the Scholarship of Teaching and Learning*, 13(4), 36-53.

Greenwood, S. C., & McCabe, P. P. (2008). How learning contracts motivate students. *Middle School Journal*, 39(5), 13-22.

## Troy Blue's Learning Contract

I am taking part in this learning contract because the strategies listed here will help me to learn the material and perform well in this course. This contract is in effect through the end of the current semester.

### Negotiable Items-----

I have chosen to complete the following actions:

- 1 I will spend a minimum of 1 hour per day reviewing notes and working on assignments.
- 2 After each class, I will use a copy of class notes supplied by the teacher to fill in any gaps in my notes.
- 3 .

### Non-Negotiable Items-----

I am also expected to complete the following actions:

- 1 I will be on-time for class.
- 2 I will turn in at least 80% of assigned homework, with all work completed.
- 3 I will check in with the instructor during his free period at least once per week and bring any questions from current work.

### Teacher Responsibilities-----

My teacher will help me to achieve success in this course through these actions/supports:

1. Answer questions and offer help during weekly free-period check-ins.
2. Remind Troy weekly about any missing assignments.
3. Supply review copy of class notes each period.

### Sign-Offs-----

*Mr. Frank Smith*

*Troy Blue*

*Diane Blue*

Mr. Smith  
Teacher

Troy Blue  
Student

Diane Blue  
Parent

Learning Contract:  
Example:  
Negotiable and  
Non-Negotiable  
Elements



### Learning Contracts: Put Student Promises in Writing...

#### **Benefits.** Learning contracts:

- provide academic structure and support,
- motivate struggling learners by having them pledge publicly to engage in specific, positive study and learning behaviors, and
- serve as a vehicle to bring teachers and students to agreement on what course goals are important and how to achieve them.

*Sources:* Frank, T., & Scharff, L. F. V. (2013). Learning contracts in undergraduate courses: Impacts on student behaviors and academic performance. *Journal of the Scholarship of Teaching and Learning*, 13(4), 36-53.

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*Statement of Purpose.* The contract opens with a statement presenting a rationale for why the contract is being implemented.

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**Student Actions.** The contract lists any actions that the student is pledging to complete to ensure success in the course. This example divides actions into 2 groups: 'Negotiable' & 'Non-Negotiable'.

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Teacher

Troy Blue  
Student

Diane Blue  
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**Teacher Actions.** Listing teacher responsibilities on the contract emphasizes that success in the course is a shared endeavor and can prod the student to take advantage of instructor supports that might otherwise be overlooked.

Student Responsibilities-----

I am expected to complete the following actions:

1. I will spend a minimum of 1 hour per day reviewing notes and working on assignments.

2. Each class, I will use a copy of class notes supplied by the teacher to fill in any gaps in my notes.

Teacher Responsibilities-----

I am expected to complete the following actions:

1. I will be on-time for class.

2. I will turn in at least 80% of assigned homework, with all work completed.

Parent Responsibilities-----

## Teacher Responsibilities

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**Sign-Off.** Both student and teacher (and, optionally, the parent) sign the learning contract. The student signature in particular indicates a voluntary acceptance of the learning contract and a public pledge to follow through on its terms.

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How To...Promote Academic Self-  
Management: Academic Survival Skills  
Checklists

# The Problem That This Tool Addresses: Academic Survival Skills Checklist

Students who would achieve success on the ambitious Common Core State Standards must first cultivate a set of general 'academic survival skills' that they can apply to any coursework (DiPerna, 2006).

Examples of academic survival skills include the ability to study effectively, be organized, and manage time well.

When academic survival skills are described in global terms, though, it can be difficult to define them. For example, two teachers may have different understandings about what the term 'study skills' means.

*Source: DiPerna, J. C. (2006). Academic enablers and student achievement: Implications for assessment and intervention services in the schools. Psychology in the Schools, 43, 7-17.*

## Academic Survival Skills Checklist: What It Is...

- The teacher selects a global skill (e.g., homework completion; independent seatwork). The teacher then breaks the global skill down into a checklist of component sub-skills. An observer (e.g., teacher, another adult, or even the student) can then use the checklist to note whether a student successfully displays each of the sub-skills on a given day.

# Academic Survival Skills Checklist

### Academic Survival Skills Checklist: Homework

1. **WRITE DOWN HOMEWORK ASSIGNMENTS CORRECTLY.** Make sure that you have copied down your homework assignment(s) correctly and completely. If necessary, approach the instructor before leaving the classroom to seek clarification about the homework assignment.
2. **ASSEMBLE ALL NECESSARY HOMEWORK MATERIALS.** Make a list of those school work materials that you will need for that night's homework assignments and ensure that you have them before going home. School materials may include the course text, copies of additional assigned readings, your class notes, and partially completed assignments that are to be finished as homework. Additionally, monitor your work supplies at home (e.g., graph paper, pens, printer cartridges) and replenish them as needed.
3. **USE AVAILABLE SCHOOL TIME TO GET A START ON HOMEWORK.** Take advantage of open time in school (e.g., time given in class, study halls, etc) to get a start on your homework. Getting a head start on homework in school can reduce the amount of time needed to complete that work later in the day. Also, if you start homework in school and run into problems, you have a greater chance of being able to seek out a teacher or fellow student to resolve those problems proactively and thus successfully complete that assignment.

# Academic Survival Skills Checklist

### Academic Survival Skills Checklist: Homework

4. **CREATE AN OPTIMAL HOMEWORK SPACE.** Create an organized space at home for getting homework done. The space can be temporary (e.g., kitchen table) or permanent (e.g., a desk in your bedroom). It should be quiet, well-lit, and include a table or desk large enough to lay out your work materials and a comfortable chair.
5. **SCHEDULE A REGULAR HOMEWORK TIME.** Homework is easier to complete if you set aside sufficient time in your schedule to do it. If possible, your daily routine should include a standing time when any homework is to be done. In deciding when to schedule a homework period, consider such factors as when your energy level is highest, when surrounding distractions are less likely to occur, and when shared resources such as a computer or printer may be available for your use.
6. **DEVELOP A DAILY HOMEWORK PLAN.** Before beginning your homework each day, take a few minutes to review all of your homework assignments and to develop a work plan. Your plan should include a listing of each homework task and an estimate of how long it will take to complete that task. It is a good rule of thumb to select the most difficult homework task to complete first, when your energy and concentration levels are likely to be at their peak. At the conclusion of your homework session, review the plan, check off all completed tasks, and reflect on whether your time estimates were adequate for the various tasks.



# Academic Survival Skills Checklist

### Academic Survival Skills Checklist: Homework

7. **DO NOT PROCRASTINATE ON LARGER HOMEWORK TASKS.** Some homework assignments (e.g., term papers) require substantial work and successful completion of several related sub-tasks before attaining the final goal. It is a mistake to put off these larger assignments until the night before they are due. Instead, when first assigned a comprehensive task, break that task down into appropriate sub-tasks. Next to each sub-task, list a target date for completion. When compiling a daily homework plan, include any sub-tasks with upcoming due dates. Monitor your progress to ensure that you remain on schedule to complete the larger assignment on time.
8. **USE HOMEWORK SUPPORTS SUPPLIED BY YOUR TEACHER.** Make use of homework guides or resources of any kind offered by your teacher. For example, be sure to review the course syllabus for information about upcoming homework, as well as any print or online listings of homework assignments for the day or week. Take advantage of teacher office hours to drop in and get help with homework as needed.
9. **GET YOUR HOMEWORK ORGANIZED.** When several homework tasks are assigned daily from several courses, the total volume of work can quickly pile up. Adopt simple but effective organizational strategies to keep track of all the paperwork. For example, consider maintaining two file folders labeled 'Work in Progress' and 'Completed Work'. Make a point of emptying the 'Completed Work' folder each day by turning in the finished homework.



## Response to Intervention

### Academic Survival Skills Checklist: Homework

10. **NOTE AREAS OF HOMEWORK CONFUSION.** If you are stuck on a homework item, be sure to note the specific reason(s) that you are unable to complete it. For example, you may have difficulty with a homework item because you failed to comprehend a passage in your assigned reading (note the problem by highlighting the confusing passage), do not know the meaning of a term (note the problem by writing down the unknown term), or do not understand the teacher's assignment (note the problem by writing a comment on the assignment worksheet). By recording the reason(s) that you are unable successfully to complete a homework item, you demonstrate to your teacher both that you made a good-faith effort to do the work and that you are able to clearly explain where you encountered the problem and why.
11. **CHECK HOMEWORK QUALITY.** Students can improve homework performance by adopting quality self-checks. For example, before turning in any homework writing task, you might apply the SCOPE revision tool: check your composition for Spelling-Capitalization-Order of words-Punctuation-Expression of complete thoughts. If your teacher has given you rubrics or other rating forms to evaluate the quality of your work, these also may be useful for evaluating your homework.

## Academic Survival Skills Checklists: 5 Uses

1. Create consistent expectations among teachers.
2. Allow for proactive training of students.
3. Encourage students to self-evaluate and self-manage.
4. Monitor progress in acquiring these 'survival skills'.
5. Can guide parent conferences.

## Academic Survival Skills Checklist Maker

<http://www.interventioncentral.org/tools/academic-survival-skills-checklist-maker>

The Academic Survival Skills Checklist Maker provides a starter set of strategies to address:

- homework
- note-taking
- organization
- study skills
- time management.

Teachers can use the application to create and print customized checklists and can also save their checklists online.

## Academic Survival Skills Checklist Maker

Create customized step-by-step checklists to train students in academic survival skills.

If you have any suggestions or comments about this tool, please mail me.

Save

Start New Checklist

### Academic Survival Skills Checklist Maker

Success in school depends on the student acquiring effective 'academic survival' skills such as study skills, time management, and homework completion. The **Academic Survival Skills Checklist Maker** is a free application that allows teachers, students, and parents to assemble 'how to' checklists that can be used to train students in essential academic-support skills. These checklists are a great way to promote student independence and accountability! (For suggestions on how to use these checklists, download Jim Wright's [Academic Survival Skills Checklists: 5 Ways to Help Students to Become Effective Self-Managing Learners.](#))

Select Checklist: Study Skills

#### Selected Checklist

MAINTAIN A STUDY SCHEDULE. Maintain a regular (e.g., daily) study schedule with sufficient time set aside to review course content and information.

AVOID DISTRACTERS. When studying, avoid distracters (e.g., cell phone, television, Internet) that can erode study time and divert attention.

CREATE AN ORGANIZED STUDY SPACE. Prepare the study environment by organizing a space and setting out all necessary work materials before beginning study.

SET STUDY GOALS. Prior to a study session, define one or more specific study goals to accomplish (e.g., to review information for an upcoming quiz; to locate key information to include in an essay).

MAKE A STUDY AGENDA. If studying multiple subjects in one session, create a study agenda for that session with a listing of the key information to be reviewed for each subject and items on this list are editable.

#### Study Skills

Study Skills relate to the systematic, purposeful review, practice, and mastery of academic material.

#### Your Checklist

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New Item

#### Format Checklist as

- Checkboxes
- Bulleted List
- Numbered List
- No Formatting

# Activity: Tools for Self-Management



In your groups:

- Review the several academic self-management tools presented in this workshop.
- Discuss how you might use any of these tools to motivate students by giving them the skills to break down and complete complex tasks.

## Self-Management Tools

- Read-Ask-Paraphrase: Comprehension
- Ask-Read-Tell: Comprehension
- Work Planning Skills & Form
- Learning Contracts
- Academic Survival Skills Checklists

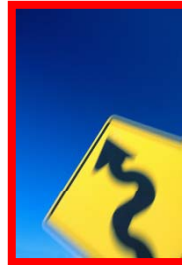
*The Teacher-  
Student  
Relationship:*

Student  
motivation



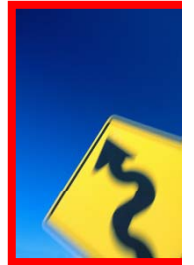
increases when that learner feels **known** and  
**valued** in the classroom. pp. 16-17

- **Greeting Students at the Classroom Door.** A personalized greeting at the start of a class period can boost class levels of academic engagement (Allday & Pakurar, 2007).



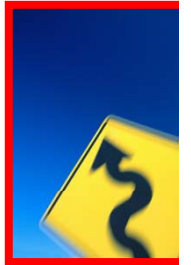
The teacher spends a few seconds greeting each student by name at the classroom door at the beginning of class.

- **Emphasizing the Positive in Teacher Requests (Braithwaite, 2001).** The teacher avoids using negative phrasing (e.g., "If you don't return to your seat, I can't help you with your assignment") when making a request of a student. Instead, the teacher request is stated in positive terms (e.g., "I will be over to help you on the assignment just as soon as you return to your seat"). When a request has a positive 'spin', that teacher is less likely to trigger a power struggle and more likely to gain student compliance.





- **Maintaining a High Rate of Positive Interactions.** Teachers promote a positive relationship with any student by maintaining a ratio of at least **three** positive teacher-student interactions (e.g., greeting, positive conversation, high-five) for every negative (disciplinary) interaction (e.g., reprimand) (Sprick, Borgmeier, & Nolet, 2002).





- **Providing Attention With the 'Two by Ten'.** The teacher makes a commitment to have a 2-minute conversation with the student across 10 consecutive school days (20 minutes of cumulative positive contact) (Mendler, 2000). This strategy ('non-contingent attention') can be helpful with students who lack a positive connection with the instructor.

