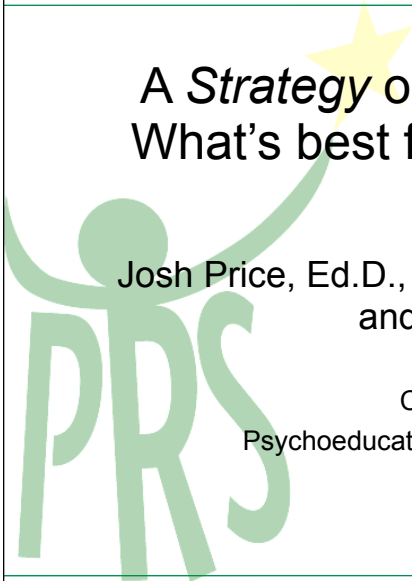


A Strategy or a Solution: What's best for my child?

Josh Price, Ed.D., Peter Rastrelli, Ed.D.,
and Jessica Eaton, Ed.D.

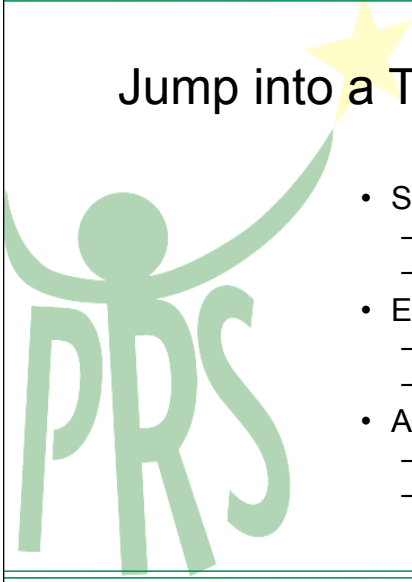
Certified School Psychologists
Psychoeducational Resource Services, Inc.
Skokie, IL
Chicago, IL
Long Grove, IL



1

Jump into a Time Machine

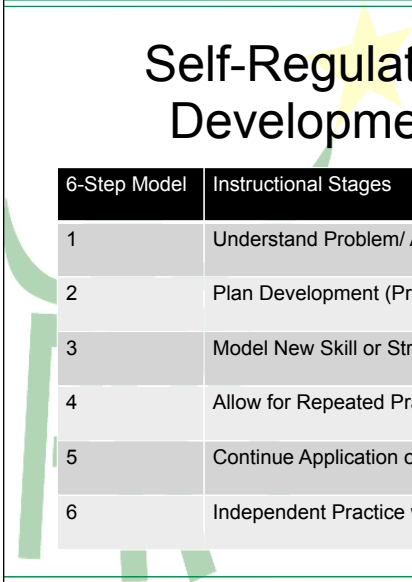
- Socially
 - Where to go
 - Where to avoid
- Emotionally
 - Where to go
 - Where to avoid
- Academically
 - Where to go
 - Where to avoid



2

Self-Regulated Strategy Development (SRSD)

6-Step Model	Instructional Stages
1	Understand Problem/ Activate Background Knowledge
2	Plan Development (Problem Solving Stage)
3	Model New Skill or Strategy
4	Allow for Repeated Practice of New Skill or Strategy
5	Continue Application of New Skill or Strategy with Feedback
6	Independent Practice with Assisted Self-Reflection



3

SRSD in Action

- Your fifth grade son has recently received four incomplete homework assignments in a row due to forgetting to bring his completed homework back to school.

4

“Talk About It”

Stage 1	Process
Understand Problem/ Activate Background Knowledge	<ul style="list-style-type: none">-Better understand the situation-Gain information about your student's knowledge or misconceptions related to the problem or skill-Address negative scripts (e.g., "That's boring"; "It's going to be hard")

5

Develop a Plan or Solution

Stage 2	Process
Plan Development (Problem Solving Stage)	<ul style="list-style-type: none">-Come up with a plan or solution based upon information gathered in Stage 1-Involve child/adolescent in plan development-Create a visual of agreed upon plan or solution

6

Explicit Modeling

Stage 3	Process
Model New Skill or Strategy	<ul style="list-style-type: none">-Verbally discuss the new skill or strategy with child/adolescent-Explicitly model the process for applying the new skill or strategy (i.e., step-by-step)-Incorporate the visual support developed during Stage 2

7

Practice, Practice, Practice

Stage 4	Process
Allow for Repeated Practice of New Skill or Strategy	<ul style="list-style-type: none">-Provide opportunities for your child/adolescent to practice the new skill or strategy, if applicable-Remind him/her to utilize the newly introduced skill or strategy-The visual tool created in Stage 2 may help your child/adolescent remember to use the skill or strategy independently

8

Scaffolding & Feedback

Stage 5	Process
Continue Application of New Skill or Strategy with Feedback	<ul style="list-style-type: none">-Continue to provide opportunities for child/adolescent to apply new skill or strategy, when applicable-Provide scaffolding, but gradually reduce the amount of assistance-Give specific feedback to your child/adolescent (i.e., praise & constructive feedback)

9

Fostering Independence

Stage 6	Process
Independent Practice with Assisted Self-Reflection	<ul style="list-style-type: none">-Refrain from providing unnecessary support-Facilitate student's self-reflection (e.g., "How do you think the strategy is working?")-Encourage student to share effective strategies

10

"Oh Johnny...Something Sweet and New Everyday"

- Temperament & Personality
- Learning Basic Trust
- Developing a Sense of Independence
- The Real "Play-age"
- Applying SRSD

11

"I Can't Believe My Little Johnny is Going to School"

- Becoming Worldly
- In the Moment
- Driven by Fun
- Concrete
- Board of Directors: Formed
- Shifting
- Applying SRSD

12

“Where Did My Sweet Little Johnny Go?”

- Identify formation
- Changes: Inside and out
- Perceptions are Reality
- Board of Directors: *Restructured*
- Straddling a line
- Applying SRSD

13

“How Many Days Until Johnny Graduates?”

- Searching for Independence
- Adding to a Foundation
- Board of Directors: *Restructured, Again!*
- Straddling a line
- Who am I now?
- A million and one choices
- Applying SRSD

14

The Whole is Greater than the Sum of its Parts

- Know your child’s temperament
- Monitor goodness of fit
- Understand stages of social and emotional development
- Consider your child’s Board of Directors
- Emphasize the value of effort more than the outcome
- Realize the power of modeling

15
