

Self-Regulatory Problem-Solving Tool

Once you have identified areas of academic behavior in which students are at risk, use this tool to help students set goals.

Self-Regulatory Domains	Suggested Goals
<p>Metacognition Having knowledge and beliefs about thinking</p>	<p>Connect new lessons and subjects to your life and to other subjects in school. Pause every few minutes to think about the ways you are learning.</p>
<p>Self-Concept Seeing oneself as smart</p>	<p>Set long-term goals and make short-term plans to reach them. Be aware of your attitude about school and your motivation for learning. Talk to an adult when you worry about school. Learn techniques for coping with worry so you can focus on a task.</p>
<p>Self-Monitoring Being able to plan and prepare</p>	<p>Learn about testing yourself to make sure you have learned. Learn specific ways to review what you are trying to learn. Learn how to monitor whether you understand what you are reading and learning. Learn how to prepare for classes.</p>
<p>Motivation Being able to maintain interest</p>	<p>Work on setting short-term goals for individual tasks and assignments. Learn techniques for self-discipline.</p>
<p>Strategy Using techniques for organization and memorization, including rehearsal and elaboration</p>	<p>Learn ways that you can help organize what you are trying to learn. Learn how to identify the most important information that you are trying to learn. Learn about study aids provided in textbooks. Learn how to create your own study aids. Learn how to prepare for tests and how to create a plan of attack for taking a test. Learn about different types of tests and test questions. Learn how to reason through to an answer.</p>

Self-Regulatory Domains	Suggested Goals
Volition Making the efforts needed to stay motivated	Learn how to create and follow a schedule. Learn how to deal with distractions, competing goals, and procrastination. Learn how to better concentrate. Learn to prioritize.

Adapted from M. McMahon & J. Luca (2001), Assessing Students' Self-Regulatory Skills. (www.ascilite.org.au/conferences/melbourne01/pdf/papers/mcmahonm.pdf)