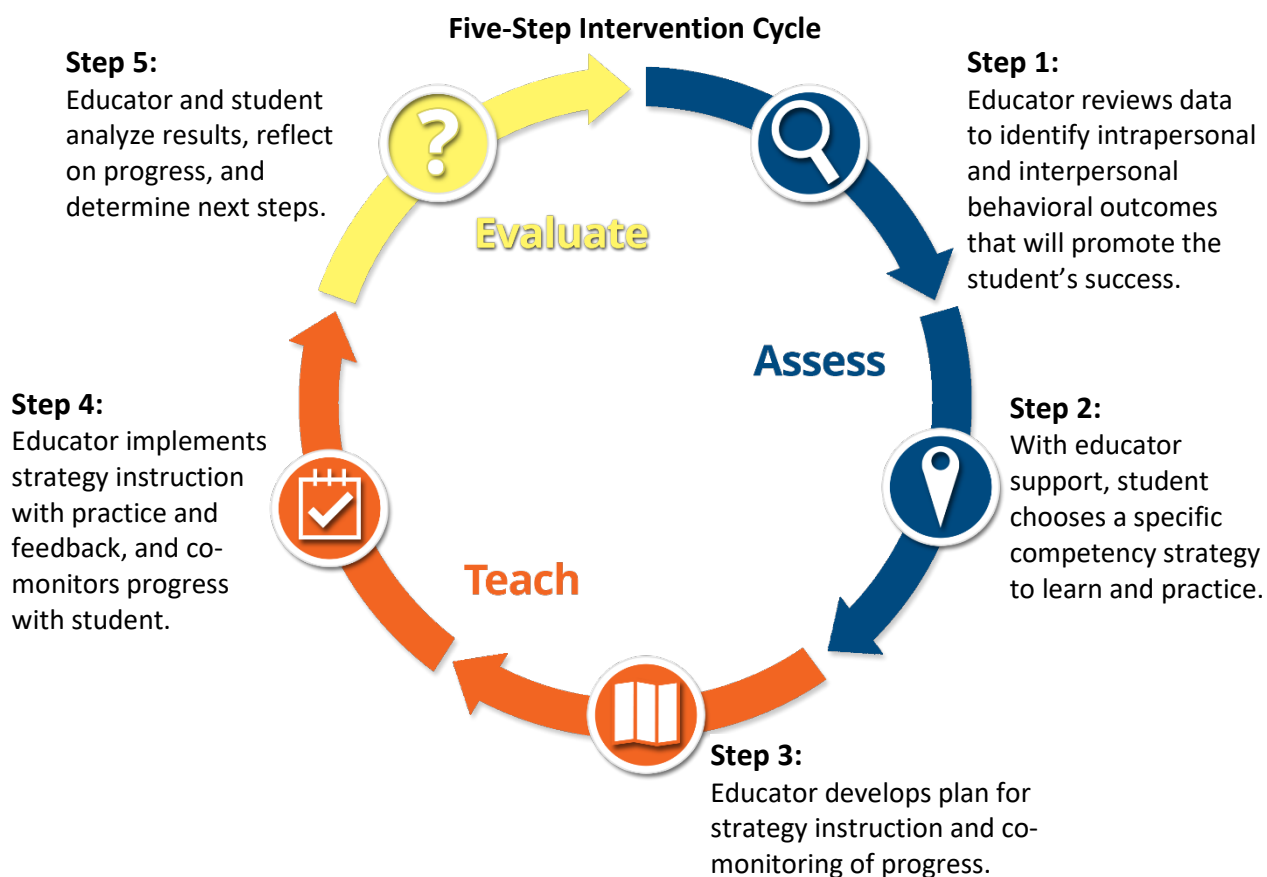# Five-Step Intervention Cycle: Self-Regulation Vignette

The College & Career Competency Framework provides K–12 curricula for developing self-efficacy, self-regulation, assertiveness, and conflict management. These curricula, developed by Drs. Gaumer Erickson and Noonan, at the University of Kansas, support educators and families in developing resilient learners who collaborate to expand skills, express their wants and needs respectfully, and apply strategies to self-regulate and persevere. Instructional activities and facilitated practice develop students' self-efficacy, self-regulation, assertiveness, and conflict management. Educators are supported through professional learning and coaching from recognized trainers to structure tiered supports matched to the needs of each student.

In addition to the K–12 curricula designed for all students, individualized support and specialized instruction are provided to students who need additional guidance to build fluency and independence in intrapersonal and interpersonal competencies. The following five-step intervention cycle can be applied when teaching a student to apply specific strategies that lead toward a desired outcome. Throughout this guidance, a vignette is included to illustrate how to structure and implement individualized interventions. For each step, students should provide input and be empowered to whatever extent is possible. Additionally, while we illustrate connections to the Individualized Education Program (IEP), the steps apply to planning interventions for any student.

Five-Step Intervention Cycle

Step 5: Educator and student analyze results, reflect on progress, and determine next steps.

Step 1: Educator reviews data to identify intrapersonal and interpersonal behavioral outcomes that will promote the student's success.

Step 4: Educator implements strategy instruction with practice and feedback, and co-monitors progress with student.

Step 2: With educator support, student chooses a specific competency strategy to learn and practice.

Step 3: Educator develops plan for strategy instruction and co-monitoring of progress.

Evaluate

Assess

Teach

Step 1: Educator reviews data to identify desired intrapersonal and interpersonal behavioral outcomes that will promote student success.

Every person has a wide range of intra- and interpersonal skills that they are working to refine. With this first step, we review data from various sources (e.g., our own observations, student self-assessment, and family input) to identify a desired behavioral outcome that will help the student better engage in learning.

Some examples of desired behavioral outcomes include:
- [Name] respectfully expresses feelings and asks for help when frustrated with new learning.
- [Name] demonstrates nonverbal assertive communication when talking with teachers.
- [Name] independently completes math assignments by using examples and notes.
- [Name] self-calms when switching classes.
- [Name] focuses on work during independent work time.

While educator observation alone can identify a desired student outcome, additional data from students and families can help to increase buy-in and target areas for growth. Common data sources include student input, family input, educator observation, and school behavior data. We'll discuss each of these data sources.

Student Input. The College & Career Competency Framework curricula incorporate student reflection measures (K–12) and knowledge assessments (intermediate and secondary levels) for all four foundational competencies (i.e., self-regulation, self-efficacy, assertiveness, and conflict management). These assessments illustrate student input for easy-to-interpret results which can be discussed with students. Assessment technical guides at www.cccstudent.org outline each student assessment and provide instructions for administering and interpreting the results.

Family Input. The *Skills That Matter: Family Reflection* asks parents to reflect on their child's demonstration of intra- and interpersonal behaviors. This reflection can be completed online (see www.cccstudent.org for assessment details) with results that are easily interpreted and can be discussed with the family and student.

Educator Observation. Educators structure their assessment of the student through competency-specific performance-based observations. Data from performance-based observations provide both a baseline and a mechanism for measuring growth over time. Protocols for performance-based observations are included in the College & Career Competency Framework curricula, and data can be entered and illustrated online (see www.cccstudent.org).

School Behavior Data. Behavioral data also support prioritization of intra- and interpersonal skills. Such data may include office disciplinary referrals, attendance, on-time homework completion, behavioral universal screening, and engagement in learning.

Let's walk through an example for our student, Liam. Liam actively participates in class discussions and is generally well-behaved. Liam's grades are poor because he has difficulty completing assignments. He gets started but is easily distracted and frequently forgets to finish, resulting in low scores on homework. Liam's class is learning self-regulation, and his self-

reflection questionnaire shows that he answered *Very Like Me* to the following reverse-scored statements:

- It is hard for me to get started on a big project or assignment.
- I have trouble remembering all the things I need to do.
- I have a hard time staying focused on my work.

Liam's parents completed the *Skills That Matter: Family Reflection* and rated self-regulation indicators as Liam's lowest areas. Specific items rated as *Not Like My Child* included:

- When my child is learning something new, they break it down into small steps.
- My child keeps track of their progress when working toward a goal.
- My child can refocus after getting distracted.

Student records show that Liam's attendance is good and that his only disciplinary referrals are for being tardy. His teachers report that Liam gets along well with his teachers and his peers. He is a willing participant in class discussions and usually begins his work when a task is presented. However, Liam is frequently distracted by others in the classroom, and he has a difficult time ignoring those distractions.

Liam's teachers rated his proficiency on self-regulation behaviors on the *Self-Regulation Performance-Based Observation*. Indicators for which Liam's behavior was rated at the *Beginning* stage (not yet able to demonstrate without scaffolding) included:

- Visualizes successes and challenges for completing a task and can explain their path to success.
- Predicts obstacles while working toward a goal and identifies ways to manage the obstacles.
- Describes how their effort impacts their progress.

After reviewing the data, Liam's teacher identified the behavioral outcome: *When working on a task, Liam will remain focused or independently refocus after a distraction.*

To summarize, Step 1 focuses on reviewing data to identify behavioral outcomes that will promote the student's success. Data from educator observations and other available sources are reviewed to determine the desired student behavioral outcome. If the intervention is part of a student's IEP, a synopsis of the data is added to the Present Level of Academic Achievement and Functional Performance (PLAAFP) section.

Step 1 Task List:
- Gather and review intra- and interpersonal data.
- Identify the desired student behavioral outcome.

Step 2: With educator support, student chooses a competency strategy to learn and practice.

In Step 2, educators consider the data gathered in Step 1, prioritize one competency which is likely to lead toward the desired behavioral outcome, and review the ten strategies for that competency (i.e., self-efficacy, self-regulation, assertiveness, conflict management). While the

competency is chosen by the educator, to best impact the desired behavior, the competency strategy should be selected by the student, with support if needed.

The educator and student discuss the student's strengths and the desired behavior outcome from Step 1. Then they discuss the strategies for the targeted competency, and the student identifies one strategy for focus (e.g., *focus on my effort*, *try again*, *calm myself*). While several competency strategies may emerge as important, the student should begin with focusing on one strategy. With educator support, the student then creates an I-statement, articulating the strategy they will learn and the situation in which they will apply the learning.

Some examples of student I-statements include:
- I will *voice my feelings* respectfully when frustrated with new learning.
- I will *show respect without words* when talking with teachers.
- When learning gets hard in math, I will *try again* with different ways to solve a problem.
- When switching classes, I will *calm myself*.
- During centers, I will *break it down* and think about steps I can take to stay focused.

Liam's self-reflection, the parents' assessment, and behavior data show a priority for the intrapersonal competency self-regulation. In a discussion with his teacher, Liam explains that he is frequently distracted by other students talking and by his thoughts during work time.

Liam's teacher shares some of his strengths, including getting along well with classmates and participating during class discussions. The teacher then shares the desired behavior outcome: *When working on a task, Liam will remain focused or independently refocus after a distraction.* They review the [Self-Regulation Strategies](#), and Liam determines he could benefit from focusing on *choose my response*. With support from his teacher, Liam writes a Self-Regulation I-statement:

When distracted while working, I will *choose my response* [Self-Regulation Strategy 8] by choosing actions that will support my progress on the task at hand.

Interventions do not replace classroom instruction—interventions are additional instruction and support specially designed to meet a student's needs. Class-wide instruction should continue to guide all students in learning and practicing intra- and interpersonal strategies. Additionally, when classroom issues emerge, class-wide reteaching and guided practice (sometimes referred to as class-wide interventions) will support all students. For example, if you hear students feeling overwhelmed by learning hard content, focusing on reteaching the Self-Regulation Strategy *break it down* will benefit all students. A class-wide We-statement might be *When a learning task or assignment feels large and overwhelming, we will **break it down** and identify action steps.*

As mentioned earlier, Liam's class is learning Self-Regulation Strategies. Liam's teacher plans to continue to guide students in all strategies, but she wants to focus class-wide on the strategies *predict obstacles*, *brainstorm my options*, and *choose my response*. She posts the We-statement on the board: *We will **predict obstacles** and **brainstorm options** for managing those obstacles.* When assigning larger tasks or when many students seem distracted, the teacher plans to guide a short discussion of potential obstacles, and as a class, they will generate if–then

statements for managing each obstacle. This will help all students continue to make progress toward their goals and also help Liam as he works to decrease his distractions during work time.

Step 2 Task List:

- Facilitate student reflection on their strengths and challenges.
- Support the student to identify one competency strategy for focus.
- Guide the student to determine how the competency and strategy apply to them personally by determining the situation in which they will use the strategy.

Step 3: Educator develops plan for strategy instruction and co-monitoring of progress.

In Step 3, educators think through how they will teach the student the competency strategy. Like any content, students learn strategies through a process of initial instruction, guided collaborative learning, and independent practice with feedback. This step also includes creating ways to co-monitor student progress, such as student logs and daily check-ins. When planning to teach a competency strategy, educators need to consider skill acquisition, skill performance, skill fluency, and the environmental contexts that promote the skill. We'll discuss each of these elements.

Skill Acquisition. First the student must learn the strategy—what it looks like, how to do it, when to use it. If we look at Liam's I-statement, we'll need to create a process in which he learns techniques for managing distractions. He also needs to notice when he is distracted and apply the techniques at that moment. The *Self-Regulation Lessons* include numerous instructional activities that teach students the strategy ***choose my response*** (see the Self-Regulation Activity Crosswalk). Similar instruction guides are available for self-efficacy, assertiveness, and conflict management.

Skill Performance. The student will need guided practice of the strategy with skill demonstration. At this practice phase, the student requires modeling and prompting. For example, Liam could be prompted each day to select and try a different techniques to help him remain focused on his work. He can determine the focus techniques that are most effective for him. Even as he becomes more independent, this guided practice can help him hone the skill.

Skill Fluency. A skill isn't a competency until we can apply the strategy when we need it. For Liam, once he knows techniques to help him ignore distractions and can apply these techniques when prompted, he is ready to independently choose a response when distractions occur. This is easier said than done. Think of it this way—we know what healthy eating looks like, but we still often make choices that don't fit our own definition of healthy eating. All behavior changes are challenging, and perfection isn't the standard that we should hold ourselves to. Incorporating student self-monitoring will increase the student's ownership and build the student's ability to apply other strategies in the future.

To build Liam's skill fluency, we can help him set up a daily log where he reflects on his time on task, the type of distractions that occurred, and the techniques he chose to use to help remain focused. Liam can use a log to record his focus techniques and level of focus. Adults can provide prompts and model the techniques. Liam's teachers can also provide reinforcement by noting

when Liam is on task and praising his effort and progress as he practices. Daily check-ins and reflection will help Liam be more aware of his progress.

Skill fluency should also be monitored through performance-based observation and other performance metrics. For Liam, these metrics might include teacher observation, time on task, assignment completion, and fewer teacher prompts. Liam's teacher can reflect on Liam's strategy use at the end of each week by determining Liam's level of independence on the performance-based observation rubric for the indicator *Predicts obstacles while working toward a goal and identifies ways to manage obstacles (Strategy 8, **choose my response**)*.

Environmental Context. The environment can promote strategy performance and fluency, or it can hinder independence. We'll talk more about fidelity of implementation in the next section, but at the planning stage, we need to make sure that the educators are on board and that the environment is conducive to the planned intervention.

For example, as Liam practices ignoring some distractions during a task, he may determine that he will go to a quiet corner in the classroom. For some tasks, like group work, this behavior may not be appropriate.

Part of skill development is helping Liam learn the techniques that are appropriate in each environment. Educators can support individual students in applying the techniques and may even find that guiding all students in ignoring distractions benefits the class environment.

To help notice the incremental learning and application, consider outlining benchmarks of progress. For Liam's self-regulation I-statement, benchmarks might include:
- Liam names three things that cause him to lose focus.
- Liam explores at least four different techniques for reducing distractions and uses them when prompted.
- With prompting, Liam self-selects a distraction-reducing technique and reflects on its effect on his focus.
- With prompting, Liam can predict outcomes of the use of a distraction-reducing technique using an if–then statement.
- Liam increases his independence in selecting techniques to reduce distractions and recording his reflection, resulting in fewer teacher prompts.
- Liam increases his independence in selecting techniques to reduce distractions, resulting in increased work completion and time on task.
- Liam progresses in choosing responses to distractions as measured by
  - self-monitoring completed by Liam daily and discussed with interventionist (daily check-ins until he reaches the skill fluency stage and then weekly check-ins) and
  - performance-based observations conducted by the classroom teachers every week until Liam reaches the skill fluency stage.

Step 3 Task List:
- Plan the instructional process, including skill acquisition, skill performance, skill fluency, and environmental contexts.
- With the student, plan how the student will log strategy use and debrief with an adult.
- Outline how incremental progress will be monitored.

Step 4: Educator implements strategy instruction with practice and feedback, and co-monitors progress with student.

In Step 4, educators focus on providing quality competency instruction on the strategy. Over time, the educators facilitate student understanding of the competency strategy, guide practice, prompt strategy use in authentic environments, and provide feedback. Throughout the instructional process, educators co-monitor progress with the student and facilitate reflection while reteaching as necessary. In short, in Step 4, you take the actions that you planned in Step 3.

For Liam, his use of distraction-reducing techniques is monitored daily and weekly. Daily within the skill acquisition and skill performance states, Liam meets with the teacher or trained adult at the beginning of his day to brainstorm possible situations in which he might find himself distracted and to discuss possible responses. The teacher prompts Liam to construct if–then statements for at least two of the possible situations. They meet again at the end of the day to review his log and discuss challenges. This check-in is completed alongside skill development instruction.

Weekly, Liam's teacher reflects on Liam's strategy use by determining Liam's level of independence on the performance-based observation rubric for the indicator *Predicts obstacles while working toward a goal and identifies ways to manage obstacles (Strategy 8, **choose my response**)*. Together, Liam and his teacher determine completion of each benchmark, reflect on progress, discuss adjustments, and reteach when needed.

- Liam names three things that cause him to lose focus.
- Liam explores at least four different methods for reducing distractions and uses them when prompted.
- With prompting, Liam self-selects a distraction-reducing technique and reflects on its effect on his focus.
- With prompting, Liam can predict outcomes of the use of a distraction-reducing technique using an if–then statement.
- Liam increases his independence in selecting techniques to reduce distractions and recording his reflection, resulting in fewer teacher prompts.
- Liam increases his independence in selecting techniques to reduce distractions, resulting in increased work completion and time on task.
- Liam progresses in choosing responses to distractions.

As needed, the teacher may adjust the environment or classroom rituals to support the student's strategy development. For example, the teacher might guide all students in one method dealing with distractions at the beginning of class. Or the teacher might create flexible seating which allows students to move away from distractions.

Step 4 Task List:
- Provide instruction that facilitates student understanding of the strategy.
- Guide practice in the strategy over time in authentic environments.
- Provide feedback to students throughout their practice of the strategy.
- Co-monitor progress with the student and facilitate reflection.

- Reteach as necessary.

Step 5: Educator and student analyze results, reflect on progress, and determine next steps.

In the final step, the student has learned and practiced the strategy and can demonstrate it in the context outlined in the student's I-statement. It is time to celebrate progress. Educators support the student in articulating what they have learned and how the strategy has helped them. The teacher and student review data together that demonstrate this progress.

Liam reflects on his I-statement, *When distracted while working, I will choose my response [Self-Regulation Strategy 8] by choosing actions that will support my progress on the task at hand*. He describes how he is able to remain on task a majority of the time now. Liam explains techniques that work well for him, including setting short-term goals for the work, using noise-canceling headphones, and choosing a seat away from the doors and windows.

Next, the teacher and student identify supports to help the student sustain use of the strategy with ongoing reflection. They may also consider generalizing the strategy by applying it to additional environments. For example, Liam will reflect on his ability to ***choose his response*** when distracted weekly instead of daily. The teacher may still provide prompts if Liam appears distracted.

Finally, the teacher and, ideally, the student's family support the student in determining whether another strategy would help the student continue to make further progress in the desired behavior outcome.

Liam and his teacher discuss the desired behavior outcome, *When working on a task, Liam will remain focused or independently refocus after a distraction*. Liam reflects on how the Self-Regulation Strategy ***choose my response*** has helped him focus, but now he wants to focus on doing a better job of keeping track of his homework (e.g., finishing it at home and turning it in). He will ***break it down*** to follow a process for completing and turning in homework.

The cycle is ready to repeat, building upon and maintaining the newly learned strategy.

Step 5 Task List:
- Celebrate the student's growth.
- Identify supports to help student sustain use of the strategy with ongoing reflection. Generalize the strategy to additional environments.
- If beneficial, support the student to determine additional competency strategy for focus.

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