

Activated Learning for Students with Learning Disabilities: A Mainstream, Whole-Class, Executive Function Intervention that is Necessary for Some and Good for All

By Laurie Faith, M.Ed., OCT

References

- Andrade, H. (2010). Students as the definitive source of formative assessment. In H. Andrade & G. Cizek (Eds.), *Handbook of Formative Assessment* (pp. 90–105). NY: Routledge.
- Andrews, G. R., & Debus, R. L. (1978). Persistence and the causal perception of failure: Modifying cognitive attributions. *Journal of Educational Psychology, 70*, 154–166.
- Baird, G. L., Scott, W. D., Dearing, E., & Hamill, S. K. (2009). Cognitive self-regulation in youth with and without learning disabilities: Academic self-efficacy, theories of intelligence, learning vs. performance goal preferences, and effort attributions. *Journal of Social and Clinical Psychology, 28*, 881-908.
- Bekle, B. (2004). Knowledge and attitudes about attention-deficit hyperactivity disorder (ADHD): A comparison between practicing teachers and undergraduate education students. *Journal of Attention Disorders, 7*(3), 151-161.
- Benware, C. A., & Deci, E. L. (1984). Quality of learning with an active versus passive motivational set. *American Educational Research Journal, 21*, 755-765
- Bethell, C., Newacheck, P., Hawes, E., & Halfon, N. (2014). Adverse childhood experiences: Assessing the impact on health and school engagement and the mitigating role of resilience. *Health Affairs, 33*(12), 2016-2115. doi:10.1377/hlthaff.2014.0914
- Black, P., & Wiliam, D. (2009). Developing the theory of formative assessment educational assessment. *Evaluation and Accountability, 21*(1), 5-31.
- Blase, J. (1986). A qualitative analysis of sources of teacher stress: Consequences for performance. *American Educational Research Journal, 23*(1), 13-40.
- Brandstatter, V., Lengfelder, A., & Gollwitzer, P. (2001). Implementation intentions and efficient action initiation. *Journal of Personality and Social Psychology, 81*, 946-960.
- Brophy, J. (1983). Research on the self-fulfilling prophecy and teacher expectations. *Journal of Educational Psychology, 75*, 631–661.
- Brown, A. L., Campione, J. C., & Day, J. D. (1981). Learning to learn: On training students to learn from texts. *Educational Researcher, 10*(2), 14-21.
- Burke, N., Hellman, J., Scott, B., Weems, C., & Carrion, V. (2011). The impact of adverse childhood experiences on an urban pediatric population. *Child abuse & neglect, 35*(6), 408-413. doi:10.1016/j.chiabu.2011.02.006
- Bussing, R., Gary, F., Leon, C., Garvan, C., & Reid, R. (2002). General classroom teachers' information and perceptions of attention deficit hyperactivity disorder. *Behavioral Disorders, 27*(4), 327-339.



- Carlson, S. (2003). Executive function in context: Development, measurement, theory, and experience. *Monographs of the Society for Research in Child Development*, 68, 138–151.
- Chapin, M., & Dyck, D. (1976). Persistence in children's reading behavior as a function of N length and attributional retraining. *Journal of Abnormal Psychology*, 85, 511–515.
- Corno, L. (1993). The best-laid plans: Modern conceptions of volition and educational research. *Educational Research*, 22, 14–22.
- Deci, E., & Ryan, R. (2000). The "what" and "why" of goal pursuits: Human needs and self-determination of behavior. *Psychological Inquiry*, 11(4), 227-268.
- Diamond, A., & Lee, K. (2011). Interventions shown to aid executive function development in children 4-12 years old. *Science*, 333(6045), 959-964. doi:10.1126/science.1204529
- Dignath-van Ewijk, C., Dickhäuser, O., & Büttner, G. (2013). Assessing how teachers enhance self-regulated learning: a multiperspective approach. *Journal of Cognitive Education and Psychology*, 12, 338-358.
- Dweck, C. S. (1975). The role of expectations and attributions in the alleviation of learned helplessness. *Journal of Personality and Social Psychology*, 31, 674–685.
- Dweck, C. S. (1986). Motivational processes affecting learning. *American Psychologist*, 41(10), 1040-1048. doi:<http://dx.doi.org/10.1037/0003-066X.41.10.1040>
- Elik, N., Wiener, J., & Corkum, P. (2010). Preservice teachers' open-minded thinking dispositions, readiness to learn, and attitudes towards learning and behavioral difficulties in students. *European Journal of Teacher Education*, 33(2), 127-146.
- Elliott, E. S., & Dweck, C. S. (1988). Goals: An approach to motivation and achievement. *Journal of Personality and Social Psychology*, 54, 5-12.
- EQAO. (2016). Teacher Questionnaire - Grade 6. Retrieved from <http://www.eqao.com/en/assessments/results/DMA-docs/teacher-questionnaire-results-junior-division-2016.pdf>
- Farrington, C., Roderick, M., Allensworth, E., Nagaoka, J., Keyes, T., Johnson, D., & Beechum, N. (2012). *Teaching adolescents to become learners. The role of noncognitive factors in shaping school performance: A critical literature review*. Retrieved from Chicago: <https://consortium.uchicago.edu/sites/default/files/publications/Noncognitive%20Report.pdf>
- Gaier, S. (2015). Understanding why students do what they do: Using attribution theory to help students succeed academically. *Research and Teaching in Developmental Education*, 31(2), 6-19.
- Gollwitzer, P., & Brandstatter, V. (1997). Implementations and effective goal striving. *Journal of Personality and Social Psychology*, 73, 186-199.
- Grolnick, W. S., & Ryan, R. M. (1987). Autonomy in children's learning: An experimental and individual difference investigation. *Journal of Personality and Social Psychology*, 52(5), 890-898.
- Hackman, D., & Farah, M. (2009). Socioeconomic status and the developing brain. *Trends in Cognitive Sciences*, 13(2), 65–73.
- Hall, N. C., Hladkyj, S., Perry, R. P., & Ruthig, J. C. (2004). The role of attributional retraining and elaborative learning in college students' academic development. *Journal of Social Psychology*, 144, 591–612.



- Hall, N. C., Perry, R. P., Chipperfield, J. G., Clifton, R. A., & Haynes, T. L. (2006). Enhancing primary and secondary control in achievement settings through writing-based attributional retraining. *Journal of Social and Clinical Psychology, 25*, 361–391.
- Hall, N. C., Perry, R. P., Goetz, T., Ruthig, J. C., Stupnisky, R. H., & Newall, N. E. (2007). Attributional retraining and elaborative learning: Improving academic development through writing-based interventions. *Learning and Individual Differences, 17*, 280–290.
- Hamm, J. M., Perry, R. P., Clifton, R. A., Chipperfield, J. G., & Boese, G. D. (2014). Attributional retraining: A motivation treatment with differential psychosocial and performance benefits for failure prone individuals in competitive achievement settings. *Basic and Applied Social Psychology, 36*, 221–237.
- Haynes, T. L., Ruthig, J. C., Perry, R. P., Stupnisky, R. H., & Hall, N. C. (2006). Reducing the academic risks of over-optimism: The longitudinal effects of attributional retraining on cognition and achievement. *Research in Higher Education, 47*, 755–779.
- Hitchcock, C., & Westwell, M. (2016). A cluster-randomised, controlled trial of the impact of Cogmed Working Memory Training on both academic performance and regulation of social, emotional and behavioural challenges. *Journal of Child Psychology and Psychiatry, 58*(2), 140-150. doi:10.1111/jcpp.12638
- Hofferber, N., Eckes, A., & Wilde, M. (2014). Effects of autonomy supportive vs. controlling teachers' behavior on students achievements. *European Journal of Educational Research, 3*(4), 177-184.
- Hostinar, C., Stellern, S., Schaefer, C., Carlson, S., & Gunnar, M. (2012). Associations between early life adversity and executive function in children adopted internationally from orphanages. *Proceedings of the National Academy of Sciences of the United States of America, 109*(Suppl 2), 17208-17212. doi: <http://doi.org/10.1073/pnas.1121246109>
- Hughes, C. (2011). Changes and challenges in 20 years of research into the development of executive functions. *Infant and Child Development, 20*, 251-271.
- Jones, H., & Chronis-Tuscano, A. (2008). Efficacy of teacher in-service training for attention-deficit/hyperactivity disorder. *Psychology in the Schools, 45*(10), 918-929.
- Kistner, S., Rakoczy, K., Otto, B., Dignath-van Ewijk, C., Büttner, G., & Klieme, E. (2010). Promotion of self-regulated learning in classrooms: Investigating frequency, quality, and consequences for student performance. *Metacognition and Learning, 5*(2), 157–171. doi:<http://dx.doi.org/10.1007/s11409-010-9055-3>
- Klingberg, T. (2010). Training and plasticity of working memory. *Trends in Cognitive Sciences, 14*(7), 317–324.
- Klusmann, U., Kunter, M., Trautwein, U., Ludtke, O., & Baumert, J. (2008). Teachers' occupational well-being and quality of instruction: The important role of self regulatory patterns *Journal of Educational Psychology, 100*(3), 702–715.
- Majorano, M., Brondino, M., Morelli, M., & Maes, M. (2017). Quality of relationship with parents and emotional autonomy as predictors of self concept and loneliness in adolescents with learning disabilities: The moderating role of the relationship with teachers. *Journal of Child and Family Studies, 26*, 690-700.
- Martinussen, R., Tannock, R., & Chaban, P. (2011). Teachers' reported use of instructional and behavior management practices for students with behavior problems: Relationship to role and level of training in ADHD. *Child & Youth Care Forum, 40*(3), 193-210.

- Melby-Lervag, M., & Hulme, C. (2013). Is working memory training effective? A meta-analytic review. *Developmental Psychology, 49*(2), 270–291. doi:doi:10.1037/a0028228
- Meltzer, L. (2010). *Promoting Executive Function in the Classroom*. NY: Guilford.
- Menec, V. H., Perry, R. P., Struthers, C. W., Schönwetter, D. J., Hechter, F. J., & Eichholz, B. L. (1994). Assisting at-risk college students with attributional retraining and effective teaching. *Journal of Applied Social Psychology, 24*, 675–701.
- Miserando, M. (1996). Children who do well in school: Individual differences in perceived competence and autonomy in above-average children. *Journal of Educational Psychology, 88*, 203-214.
- Moffitt, T., Arseneault, L., Belsky, D., Dickson, N., Hancox, R., Harrington, H., . . . Caspi, A. (2011). A gradient of childhood self-control predicts health, wealth, and public safety. *Proceedings of the National Academy of Sciences, 108*(7), 2693-2698.
- Mouratidis, A., Lens, W., & Vansteenkiste. (2010). How you provide corrective feedback makes a difference: The motivating role of communicating in an autonomy-supporting way. *Journal of Sport & Exercise Psychology, 32*, 619-637.
- Muller, S., Gorrow, T., & Fiala, K. (2011). Considering protective factors as a tool for teacher resiliency. *Education, 131*(3), 545-555
- Naglieri, J. A., & Pickering, E. (2003). *Helping Children Learning: Instructional Handouts for Use in School and Home*. Baltimore: Brookes.
- Nicholls, J., Chueng, P. C., Lauer, J., & Patashnick, M. (1989). Individual differences in academic motivation: Perceived ability, goals, beliefs, and values. *Learning and Individual Differences, 1*, 63-84.
- Oettingen, G., & Gollwitzer, P. (2010). Strategies of setting and implementing goals. In J. Maddux & J. Tangney (Eds.), *Social Psychological Foundations of Clinical Psychology*. New York: The Guilford Press.
- Perry, R. P., Stupnisky, R. H., Hall, N. C., Chipperfield, J. G., & Weiner, B. (2010). Bad starts and better finishes: Attributional retraining and initial performance in competitive achievement settings. *Journal of Social and Clinical Psychology, 29*(6), 668–700.
- Reeve, J. (1998). Autonomy support as an interpersonal motivating style: Is it teachable? *Contemporary Educational Psychology, 23*, 312-330.
- Reeve, J., Bolt, E., & Cai, Y. (1999). Autonomy-supportive teachers: How they teach and motivate students. *Journal of Educational Psychology, 91*(3), 537-548.
- Scruggs, T., & Mastropieri, M. (1996). Teacher perceptions of mainstreaming/inclusion 1958–1995: A research synthesis. *Exceptional Children, 63*(1), 59–74.
- Shonkoff, J., & Garner, A. (2012). The lifelong effects of early childhood adversity and toxic stress. *Pediatrics, 129*(1), e232-e246. doi:10.1542/peds.2011-2663
- Shonkoff, J., & Phillips, D. (2000). *From Neurons to Neighborhoods*. Washington, DC: National Academy Press.
- Soderqvist, S., Nutley, S., Peyrard-Janvid, M., Matsson, H., Humphreys, K., Kere, J., & Klingberg, T. (2012). Dopamine, working memory, and training induced plasticity: implications for developmental research. *Developmental Psychology, 48*(3), 836–843.
- Southern Education Foundation. (2015). A new majority: Low income students now a majority in the nation's public schools. Retrieved from



<http://www.southerneducation.org/getattachment/4ac62e27-5260-47a5-9d02-14896ec3a531/A-New-Majority-2015-Update-Low-Income-Students-Now.aspx>

- Spruce, R., & Bol, L. (2015). Teacher beliefs, knowledge, and practice of self-regulated learning. *Metacognition and Learning, 10*(2), 245–277.
- Stipek, D. J. (1993). *Motivation to learn: From theory to practice (2nd ed.)*. Boston, MA: Allyn & Bacon.
- Swanson, H. L. (1990). Influence of metacognitive knowledge and aptitude on problem solving. *Journal of Educational Psychology*(82), 306-314.
- Swing, E. L., Gentile, D. A., Anderson, C. A., & Walsh, D. A. (2010). Television and video game exposure and the development of attention problems. *Pediatrics, 126*(2), 214-221. doi:<http://dx.doi.org/10.1542/peds.2009-1508>
- Tau, G., & Peterson, B. (2010). Normal development of brain circuits. *Neuropsychopharmacology, 35*, 147–168.
- Torgesen, J. K. (1977). Memorization processes in reading-disabled children. *Journal of Educational Psychology, 69*(5), 571-578.
- Van Overwalle, F., & de Metsenaere, M. (1990). The effects of attribution-based intervention and study strategy training on academic achievement in college freshmen. *British Journal of Educational Psychology, 60*, 299-311.
- Veenman, M. V. J. (2007). The assessment of metacognition: A matter of multi-method designs. *EAPA Newsletter of the European Association of Psychological Assessment, 1*, 8-9.
- Visu-Petra, L., Cheie, L., Benga, O., & Miclea, M. (2011). Cognitive control goes to school: The impact of executive functions on academic performance. *Procedia - Social and Behavioral Sciences, 11*, 240-244.
- Weiner, B. (1985). An attributional theory of achievement motivation and emotion. *Psychological Review, 92*, 548–573.
- Weiner, B. (1995). *Judgments of responsibility: A foundation for a theory of social conduct*. New York, NY: Guilford Press.
- Weiner, B. (2006). *Social motivation, justice, and the moral emotions: An attributional approach*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Wilson, T. D., & Linville, P. W. (1985). Improving the performance of college freshmen with attributional techniques. *Journal of Personality and Social Psychology, 49*, 287-293.
- Winne, P. H. (1995). Inherent details in self-regulated learning. *Educational Psychologist, 30*, 173-187.
- Winne, P. H. (1996). A metacognitive view of individual differences in self-regulated learning. *Learning and Individual Differences, 8*, 327-353.
- Winne, P. H. (1997). Experimenting to bootstrap self-regulated learning. *Journal of Educational Psychology, 89*, 397-410.
- Winne, P. H. (2010). Bootstrapping learner's self-regulated learning. *Psychological Test and Assessment Modelling, 52*(4), 472-490.
- Winne, P. H. (2017). The trajectory of scholarship about self-regulated learning. *Teachers College Record, 119*(13), In press.
- Wong, B. Y., Butler, D. L., Ficzero, S. A., & Kuperis, S. (1996). Teaching low achievers and students with learning disabilities to plan, write, and revise opinion essays. *Journal of Learning Disabilities, 29*(2), 197-212.



Yong, Z., & Yue, Y. (2007). Causes for burnout among secondary and elementary school teachers and preventive strategies. *Chinese Education and Society*, 40(5), 78-85. doi:10.2753/CED1061-1932400508

Zimmerman, B. J., & Martinez-Pons, M. (1986). Development of a structured interview for assessing students' use of self-regulated learning strategies. *American Educational Research Journal*, 23(4), 614-628.

