

TABLE 2
Self-Regulated Strategy Development stages

Stage 1: Build Background Knowledge

- The teacher and student work together to develop background knowledge.

Stage 2: Discuss It

- Benefits and limitations of the strategy are identified.
- Goals are discussed and determined.
- The student is asked to think about his or her own personal understanding of the strategy as the teacher describes the strategy and explains each step.

Stage 3: Model It

- The student observes someone model the strategy and self-instructions.
- The student personalizes the strategy and self-instructions.

Stage 4: Memorize It

- The student memorizes the steps of the strategy and the meaning of any mnemonics used to represent strategy steps.
- The student memorizes one or more of the self-instructions generated in stage 3.

Stage 5: Support It

- The teacher continues to scaffold the student's strategy use as the strategy is practiced on transfer tasks.
- Additional self-regulatory procedures can be discussed, determined, and implemented on an individual basis.
- Prompts, interaction, and guidance are phased out at an appropriate pace.

Stage 6: Independent Performance

- The student transitions to covert use of self-instructions as he or she uses the strategy independently.
- The teacher and student individually evaluate the strategy effectiveness and the student's performance.
- To ensure that the strategy is incorporated into the student's repertoire, plans for maintenance and generalization are implemented.