

Selected Research on EFs and Classroom Climate

- Students demonstrating poor EFs can be overwhelming for classroom teachers, and hard to relate to and work with. Their maladaptive behaviors are often mistaken for symptoms of poor character (Gaier, 2015) and they often seem intentional (Elik, Wiener, & Corkum, 2010).
- When teachers become overwhelmed by off-task, inattentive, or disruptive student behavior they often fall into “cascades” of over-simplification in which best practices are abandoned and replaced with safer lessons that are more didactic, controlled, and predictable (Klusmann, Kunter, Trautwein, Ludtke, & Baumert, 2008; Muller, Gorrow, & Fiala, 2011; Yong & Yue, 2007).
- As “cascades” of over-simplification deprives the classroom of work that is creative, engaging, and meaningful (Blase, 1986), students respond poorly, and the phenomenon of off-task, inattentive, or disruptive behavior intensifies.
- When classrooms are well managed and running smoothly, their teachers tend to stick with more challenging, engaging, and meaningful teaching approaches longer (Bruce & Flynn, 2013), making it possible that an effective whole class intervention for EFs is the gateway to 21st century goals of education.
- Research in Canada, the US, and Australia, suggests that most qualified teachers are unprepared to fully understand and address the needs of students with poor attention, inhibition, organization, or emotional regulation (Bekle, 2004; Bussing, Gary, Leon, Garvan, & Reid, 2002; Jones & Chronis-Tuscano, 2008; Martinussen, Tannock, & Chaban, 2011).
- The majority of Ontario teachers have only basic special education training, and receive special education PD much less often than training related to content areas like math or technology (EQAO, 2016). Many teachers, however, feel that additional training is necessary to be productive with an integrated student body (Scruggs & Mastropieri, 1996). Teachers generally do not feel adequately prepared to teach in inclusive classrooms (Gokdere, 2012; MacBeath et al. 2006).

... and Self-Regulated Learning

- Self regulated learning is broadly conceived as cycles of strategic action (Pintrich, 2000; Winne & Perry, 2010; Zimmerman, 2000)
- Self-regulated learning pedagogies improve academic performance and boosts capacity for metacognition and metastrategy (C. Dignath, Buettner, & Langfeldt, 2008; C Dignath & Büttner, 2008; C Dignath, Büttner, & Langfeldt, 2008; Fuchs et al., 2003; Masui & De Corte, 2005; Perels, Gürtler, & Schmitz, 2005; Schunk & Ertmer, 2000)
- The benefits of SRL teaching are not found in students who are not taught SRL directly (Graham & Perin, 2007).

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