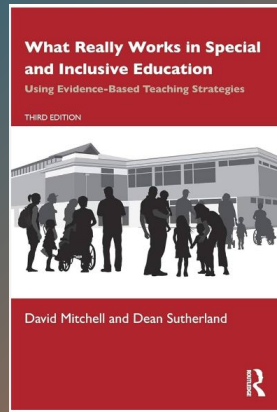


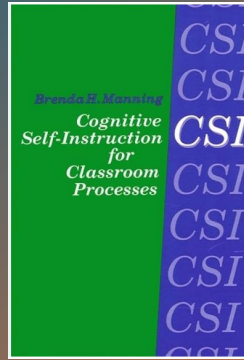
Cognitive Self-Instruction (CSI) in the Classroom

Empowering Students
through Metacognitive
Strategies

Presented by Nick
French
Ocosta School District

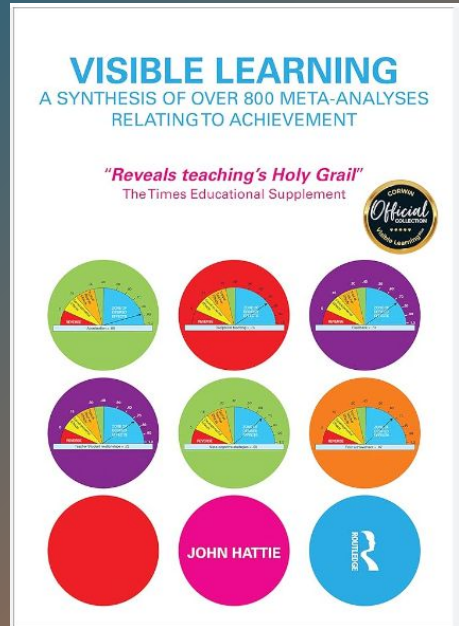


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Introduction

- Myself
- My Journey



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What is CSI

Cognitive Self-Instruction (CSI):

- metacognitive strategy that teaches students to use self-directed verbal prompts to guide their thinking, problem-solving, and behavior.
- It is based on the idea that our thoughts and internal dialogue play a crucial role in shaping our actions and learning outcomes.


By following these steps and internalizing the self-instructional process:

- students develop greater self-awareness, self-regulation, and problem-solving skills.
- CSI can be applied across various subject areas and grade levels
- it a versatile tool for promoting metacognitive thinking and independent learning.



CSI Research



- Some notable milestones in the development and recognition of CSI's effectiveness include:
1. 1970s: Donald Meichenbaum introduced the concept of "self-instructional training" as a cognitive-behavioral intervention for children with impulsivity and aggression.
 2. 1980s-1990s: Researchers began to study the application of CSI in educational contexts, particularly for students with learning disabilities and attention deficits. Studies demonstrated the positive effects of CSI on academic performance, problem-solving skills, and self-regulation.
 3. 2000s: The effectiveness of CSI gained wider recognition as more studies were conducted across various subject areas and grade levels. Meta-analyses and systematic reviews provided strong evidence for the benefits of CSI in the classroom.
 4. 2010s-Present: CSI has been increasingly integrated into educational practices and frameworks, such as Multi-Tiered System of Supports (MTSS) and Response to Intervention (RTI). Ongoing research continues to refine and expand the understanding of CSI's effectiveness in diverse educational settings.
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CSI – How to Use it – Self Talk and Monitoring

What the Teacher and Student Develop

- Problem Definition
- Focus Attention
- Self Guiding/Strategy
- **Self Coping (Teaches perseverance/confidence)**
- **Self Reinforcement (Teaches self soothing/Self regulation)**

How the Teacher Teaches and how the Students Learn

- Say it loud as a class or individual
- Say it someone else in normal voice and list to them say it
- **Wisper it to your self looking down**
- Use prompts to teach, remind, and reinforce(Whole Class Poster, Individual Cards)

Follow a gradual release process to teaching the strategies. Mastery = memorization. Some students will take longer to memorize and internalize the process given short term memory and working memory issues. Use small groups or 1:1 for students that take longer. Memory issues is the reason CSI is used and how it is taught is why it is effective.

Phase 1 – Think Before Learning

1. Identify your **Learning Purpose** (standard/Learning Target)?
2. List two things you know about the **Learning Purpose**.
3. Guess what the answer might be?
How might I solve the **learning, Purpose**?

Phase 2 – Think During Learning

4. Ask at least 1 question of yourself and others about the **learning purpose**.
5. Predict in your head what might happen when finished.
6. Take notes on important information.
7. Pick a Strategy to achieve your **learning purpose**:
 - a. Draw a Picture/Diagram
 - b. Answer question with single word
 - c. Write a Short Answer (3 sentences or less)
 - d. Write a Paragraph or more.
 - e. Write/solve a math problem.
 - f. Work in a group
 - g. Other: _____
8. Show your work sentences.
9. revise or make a new plan, if needed.

Phase 4 –Think Back on Learning

10. Is your answer reasonable/close to your estimate in phase 1?
 - i. Yes or No
11. Where would you use what you learned in “real life?”

Class Rules

1. I raise my hand.
2. I listen.
3. I wait my turn.
4. I stay in my seat.

While Listening

1. I will listen carefully.
2. I can understand if I stay focused.
3. The teachers tell me what to do.
4. What do I do when I finish?
5. I know what to do now. Good for me!

While Working

1. I want this to be my best work/day.
2. This is hard for me, but I am trying.
3. I can ask for help if I need it.
4. Is this looking right to me?
5. I am happy with my work. I worked hard!

While Checking Finished Work

1. I check all my papers.
2. This can seem boring, but it helps me do well.
3. What is the next problem to check?
4. Where do I put my finished work?
5. I finished my work and checked it all. Good for me!

Learning to Think about Reading

1. Reading makes my life easier at home and at school.
2. To be a good reader I must know letters and sounds for **Y-y (/y/)**, **I-i (/i/, /ī/)**, **G-g (/g/)**, **E-e (/e//ē/)**, and **U-u (/u/, /ū/)**.
3. I practice phonemes (sounds) and letters so I can learn them.
4. I can get frustrated, but I take a deep breath and keep trying.
5. When I learn a sound or a letter, I am proud and so are my teachers!

Students Track the letters and sounds they learn.

How I Follow Directions

1. Listening is very important.
2. It helps me do well in school.
3. To listen well, I should:
 - a. Be quiet.
 - b. Think about what people say.
4. Sometimes, it is hard to wait, I can raise my hand if I have something to say.
5. When I listen, it makes me feel good. My family and teachers are proud of me, too.

Student tracks when they follow the process.

CSI Examples




CSI in Practice

Case Study: Sunnydale Elementary School

- Had low student achievement and a high number of behavioral referrals. The school administration decided to implement CSI as part of their Multi-Tiered System of Supports (MTSS)

Results: After one year of CSI implementation, observed the following outcomes:

- 25% increase in student achievement scores across all subject areas
 - 40% reduction in behavioral referrals and disciplinary incidents
 - Increased student engagement and participation in classroom activities
 - Positive feedback from teachers, who reported improved student problem-solving skills and self-regulation
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CSI In Action

- Staff Videos will be added for presentation

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CSI – Getting Started

1. Identify areas of need
2. Provide comprehensive training for staff (*Training is simple and straight forward with easy develop checklists*)
3. Start small and gradually scale up implementation
4. Monitor progress and adjust as needed
5. Celebrate successes and share best practices



CSI Books



"Cognitive-Behavioral Modification: An Integrative Approach" by Donald Meichenbaum (1977)

- This seminal work introduces the concept of self-instructional training and lays the foundation for CSI.

"Self-Instruction in the Classroom: The Cognitive Behavioral Approach" by Michael E. Bernard and Joyce E. Neethling (1984)

- This book provides a comprehensive guide to implementing CSI in educational settings.

"Cognitive Strategies for Children: A Program for Self-Instruction" by Michael E. Bernard (1990)

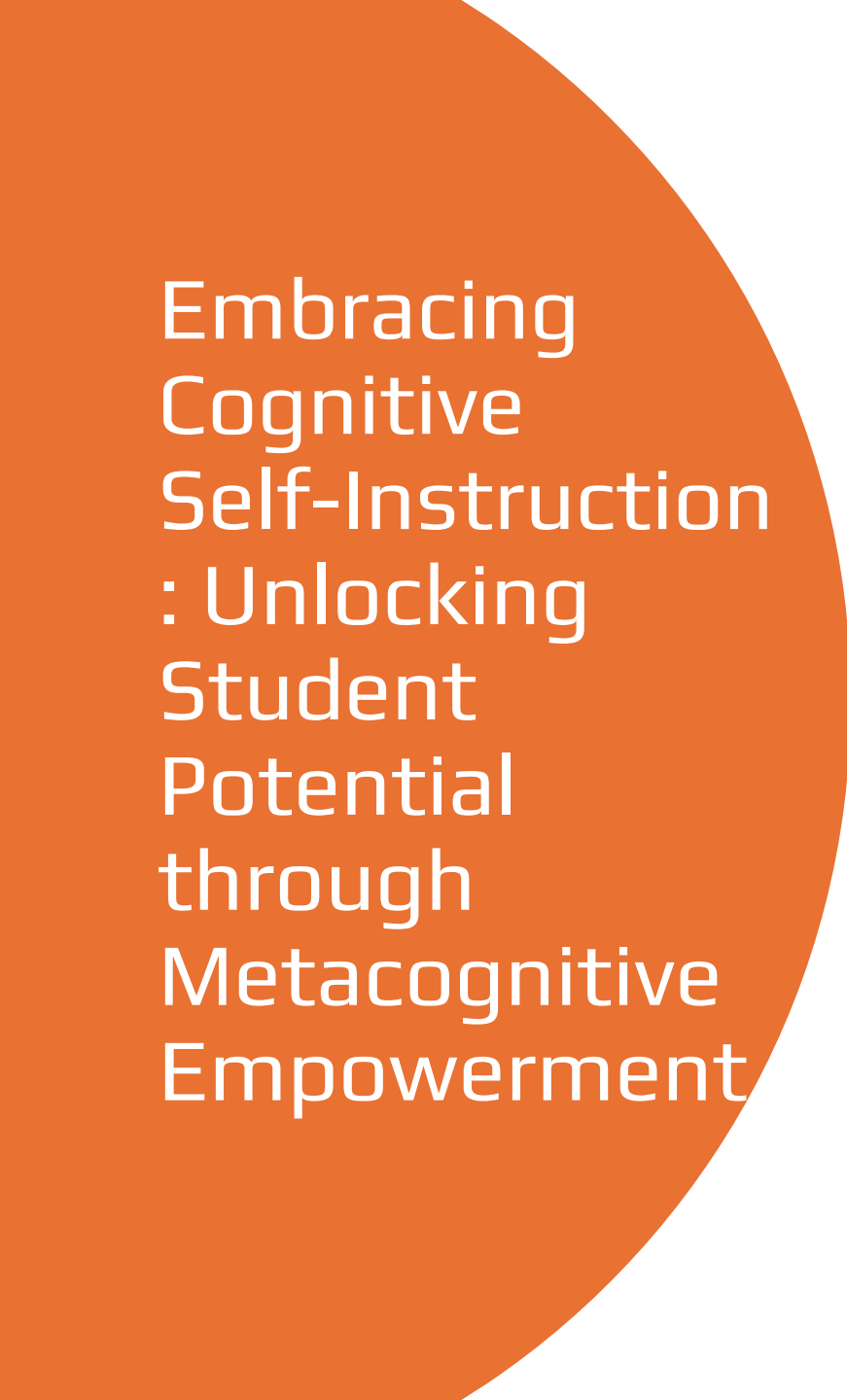
- This resource offers practical strategies and activities for teaching CSI to students.

• "Cognitive-Behavioral Interventions in Educational Settings: A Handbook for Practice" edited by Rosemary B. Mennuti, Ray W. Christner, and Arthur Freeman (2006)

- This handbook includes a chapter on CSI and its application in school-based interventions.

"Cognitive-Behavioral Interventions for Emotional and Behavioral Disorders: School-Based Practice" edited by Matthew J. Mayer, Richard Van Acker, John E. Lochman, and Frank M. Gresham (2009)

- This book discusses the use of CSI and other cognitive-behavioral strategies for addressing emotional and behavioral challenges in students.

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Embracing Cognitive Self-Instruction : Unlocking Student Potential through Metacognitive Empowerment

- Questions
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