**Significance and Future Contributions to Teaching**

- Generation of personalized repertoire of effective strategies
- Active involvement in problem solving
- Control over learning
- Individualized

**Research Review**

According to studies done by Butler (1995, 1998) with postsecondary students with learning disabilities, results have shown:

- **SCL**
  - Improves self-regulation and academic performance despite ELL status (McGoudland and Wanless, 2012)
- **Self-Efficacy**
- **Metacognitive Knowledge**
  - Metacognition and reading skills (Shang, 2010, Tsai, 2012)
- **Transfer**
  - Success in transfer tasks (McClelland and Wanless, 2012; Shang, 2019)
- **Motor**
  - Motor skill performance and instructional feedback (Butler, 2002, 2005)
- **Maintenance**
  - Performance over time (Butler, 2002, 2005)

**Future Research**

More research is needed with students who are ELLs and with younger students.

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**Strategy Revision**

Teacher promotes interactive discussions through “strategic questioning.” There is no set “script” so teachers go off of what students say, their skills, and their strengths/weaknesses. Therefore, the questions provided are general examples.

- **Open question:**
  - What is the task/goal?
  - What do you have to do here?
  - How can we fix this strategy so it works?
  - How can this strategy be adapted or modified to achieve the goal?
  - Is there another way to achieve the goal (e.g., figure out what the word/passage means)?

- **Note:** Student puts the effective strategies used in his/her own words and keeps track of them on cumulative “strategy sheets.”

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**Self-Assessment**

Teacher gets student to reflect on strategies used and performance outcomes.

- **Open question:**
  - How well is this strategy working? How do you know?
  - What part of this strategy is working for you?
  - What is not working here?
  - How can you check your work and see if you understand the reading passage?
  - What part of the strategy helped you be successful and reach the goal?

- **Note:** Teacher keeps validating what student is doing well and uses student’s errors as a way to develop better strategies. Students do not make up their own strategies. Instead, teacher builds from the student’s existing knowledge and skills. If needed, teacher offers suggestions to promote discussion.

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**Strategic Content Learning (SCL)**

- **Discovery Learning**
- **Direct Instruction**
- **Instructional Guidelines**
  - Teacher and student co-construct strategies to meet task demands.
  - Teacher gets student to reflect on strategies used and performance outcomes.

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**References**


