

References for Background Research

- Alexander, P. A., Graham, S., Harris, K. R. (1998). A perspective on strategy research: Progress and prospects. *Educational Psychology Review, 10*, 129-154.
- Braswell, L. (1998). Self-regulation training for children with ADHD: A reply to Harris and Schmidt. *ADHD Report, 6*(1), 1-3.
- Butyniec-Thomas, J. & Woloshyn, V. E. (1997). The effects of explicit-strategy and whole-language instruction on students' spelling ability. *Journal of Experimental Education, 65*, 293-302.
- Case, L. P., Harris, K. R., & Graham. (1992). Improving the mathematical problem-solving skills of students with learning disabilities: Self-regulated strategy development. *Journal of Special Education, 26*, 1-19.
- De La Paz, S., Owen, B., Harris, K. R., Graham, S. (2000). Riding Elvis' motorcycle: Using self-regulated strategy development to PLAN and WRITE for a state writing exam. *Learning Disabilities Research and Practice, 15*, 101-109.
- Graham, S., Harris, K.R., & Reid, R. (1992). Developing self-regulated learners. *Focus on Exceptional Children, 24* (6), 1-16.
- Reid, R., Schmidt, T., Harris, K. R., & Graham, S. (1997). Cognitive strategy instruction: Developing self-regulated Learners. *Reclaiming Children and Youth 6*, 97-102.
- Graham, S., Harris, K. R., Loynachan, C. (1994). The spelling for writing list. *Journal of Learning Disabilities, 27*, 210-214.
- Harris, K. R. & Schmidt, T. (1997). Learning self-regulation in the classroom. *ADHD Report, 5*(2), 1-6.
- Harris, K. R. & Schmidt, T. (1998). Developing self-regulation does not equal self-instructional training: Reply to Braswell. *ADHD Report, 6*(2), 7-11.
- Harris, K. R. & Pressley, M. (1991). The nature of cognitive strategy instruction: Interactive strategy construction. *Exceptional Children, 57*, 392 - 404.

- Harris, K. R. (1990). Developing self-regulated learners: The role of private speech and self-instructions. *Educational Psychologist*, 25, 35-49.
- Jitendra, A. K., Hoppes, M. K., Xin, Y. P. (2000). Enhancing main idea comprehension for students with learning problems: The role of summarization strategy and self-monitoring instruction. *Journal of Special Education*, 34, 127-139.
- Licht, B. G. (1983). Cognitive-motivational factors that contribute to the achievement of learning-disabled children. *Journal of Learning Disabilities*, 16, 483-490.
- Mastropieri, M. A., Sweda, J., & Scruggs, T. E. (2000). Putting mnemonic strategies to work in an inclusive classroom. *Learning Disabilities Research and Practice*, 15, 69-74.
- Montague, M., Warger, C., Morgan, T. H. (2000). Solve it! Strategy instruction to improve mathematical problem solving. *Learning Disabilities Research and Practice*, 15, 110-116.
- Reid, R. (1993). Implementing self-monitoring interventions in the classroom: Lessons from research. Monograph in Behavior Disorders: *Severe Behavior Disorders in Youth*, 16, 43-54.
- Reid, R. (1996). Research in self-monitoring with students with learning disabilities: The present, the prospects, the pitfalls. *Journal of Learning Disabilities*, 29, 317-331.
- Schunk, D. H. (1990). Goal setting and self-efficacy during self-regulated learning. *Educational Psychologist*, 25, 71-86.