The Effectiveness of a Training Programme for Improving Self-Regulation Skills and Academic Self-Concept of Students Who are Struggling at School in Saudi Arabia

Volume 2

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December 2016

Table of contents

Self-regulation Scale (how the researcher develop the scale) A

Items	Items' in the existing scale	Source
1, 11 and 17	Knowledge from literature	Laplante and Ambady (2003); Lazar (2011)
2 and 6	"Agree to decisions that require giving up personal interests'	Bandura, 2006
3	'Little problems detract me from my long-term plans'	Bandy and Moore, 2010
4	How well can you get teachers to help you when you get stuck on schoolwork?' and 'I ask friends for help with my problems'	Bandy and Moore, 2010
5	'How well can you pay attention during every class?'	Muris, 2001
7	'How well can you finish homework assignments by deadlines?' and 'How well you can plan your schoolwork?'	Pastorelli et al. (2001)
8 and 21	'As soon as I see things that are not working, I do something about it'	Bandy and Moore, 2010); Carson (2007); (Rebori, n.d)
9 and 19	'How well can you concentrate on school subjects?' 'How well can you arrange a place to study without distractions?' 'I have a hard time sitting still during important tasks'	Webb-Williams, 2006 Zimmerman et al., 1992 Bandy and Moore, 2010
10	Knowledge from literature	Students at the Center (2014); McMillan and Hearn (2008).
12 and 16	'How well do you succeed in passing a test?' and 'How well do you succeed	Muris, 2001

	in passing all subjects?'	
13	'I usually think before I act' was taken exactly; however, the researcher removed the word 'usually' as it may confuse the target participants.	Carey et al., 2004
14 and 20	Knowledge from literature	Barksdale and Lund (2002);
15	'I have trouble making plans to help me reach goals'	Carey et al., 2004
18	Knowledge from literature	Nemeth (2012)

In summary, the researcher reviewed the literature and existing scales and combined the items in the self-regulation literature to create 21 statements on self-regulation except item (13) which was taken exactly from Carey et al. (2004). The researcher used these items to devise a new self-regulation scale which focuses on seven self-regulation strategies.

Academic self-concept Scale (how the researcher develop the scale) B

Items	Items in the existing scale	Source
3	'I feel that I am better than the average college student item'	Flowers et al. (2013)
9	'I sometimes feel like dropping out of school'	
16	'I enjoy doing my homework'	
20	'I feel capable of helping others with their class work'	
22	'I'd like to be a much better student than I am now'	
5 and 12	It is hard for me to keep up with my class work'	
10	'Most of my classmates do better in school than I do' and 'others view me as intelligent'	
21	'I enjoy doing work for most academic subjects'	Coetzee (2011) Coetzee (2011)
6	'I often have to read things several times before I understand them'	
14	'I am an avid reader'	
7	'I learn quickly in most academic subjects'	
15	'I hate most academic subjects'	
17	'I enjoy working out new ways of solving problems' and 'I am not very good at problem solving'	
1	'I have trouble expressing myself when trying to write something', 'I can write effectively' and 'I have a poor vocabulary'	
2	'I hate studying for many academic subjects' and 'I have trouble with most academic subjects'	
19	'I have good reading comprehension'	Coetzee

	'Work in English classes is easy for me'	(2011) Ellis, Marsh and Richards (2002)
4	'I often feel confused and mixed up'	Bong and Skaalvik (2003)
18	I worry about a lot of things' and 'I get upset easily'	, Marsh and Richards (2002) and the literature by Burn (1982) in Chapter 2 were
8	'At school, my friends always come to me for help in mathematics' 'I often need help in mathematics'	Coetzee (2011) Bong and Skaalvik (2003)
11 and 13	'I do badly in tests of mathematics' 'I get good marks in mathematics' but referring to tests in general without specifying any particular subject	Bong and Skaalvik (2003)

In summary, the researcher combined the items in the existing scales and the academic self-concept literature, to develop a new academic self-concept scale which has completely different items to the existing scales. This new academic self-concept scale focuses on five domains of academic self-concept.

Six Scales for validation study (C)

Scale

Please, complete the following information
Name:
Date of birth:
Age:
Grade:

Today's date

School's name

{Academic Self-concept Scale}

Directions:

Please read these statements and then decide whether each one is true or false for you. You are asked to answer by marking (／) in the box for each statement. Remember that there are no right or wrong answers.

Statements	True	False
1. It is difficult to write a page without spelling mistakes.		
2. My courses are hard to understand.		
3. I perform better than average in each subject.		
4. I remember knowledge I have been taught.		
5. I find coursework challenging.		
6. I understand my reading assignments.		
7. I am a fast learner.		
8. I require assistance to complete schoolwork.		
9. I like attending class.		
10. My peers are more intelligent than me.		
11. I get good Grades on tests.		
12. Schoolwork is hard.		
13. I earn low scores.		
14. I am a quick reader.		
15. I hate social studies.		
16. I enjoy completing take-home work		
17. I can do math problems.		

18. Hard questions cause me frustration.		
19. I have trouble comprehending English class.		
20. I assist my peers with their class work.		
21. I enjoy class subjects.		
22. I am among the poorest students in my class.		

{Locus of Control Scale}

Instruction:

We are trying to find out what men and women your age think about certain things. We want you to answer the following questions the way you feel. If it is a little more yes than no then answer yes; if it is a little more no than yes then answer no. There are no right or wrong answers. Don't take too much time answering an one question, but do try to answer them all."

Example:

Are you a boy? Yes No.

If you are, draw a circle around yes. If you are not, draw a circle around no.

Statement		
1. Do you believe that most problems will solve themselves if you just don't fool with them?	Yes	NO
2. Do you believe that you can stop yourself from catching a cold?	Yes	NO
3. Are some kids just born lucky?	Yes	NO
4. Most of the time, do you feel that getting good Grades means a great deal to you?	Yes	NO
5. Are you often blamed for things that just aren't your fault?	Yes	NO
6. Do you believe that if somebody studies hard enough he or she can pass any subject?	Yes	NO
7. Do you feel that most of the time it doesn't pay to try hard because things never turn out right anyway?	Yes	NO
8. Do you feel that if things start out well in the morning that it's going to be a good day no matter what you do?	Yes	NO
9. Do you feel that most of the time parents listen to what their children have to say?	Yes	NO

10. Do you believe that wishing can make good things happen?	Yes	NO
11. When you get punished, does it usually seem it's for no good reason at all?	Yes	NO
12. Most of the time, do you find it hard to change a friend's (mind) opinion?	Yes	NO
13. Do you think that cheering more than luck helps a team to win?	Yes	NO
14. Do you feel that it's nearly impossible to change your parent's mind about anything?	Yes	NO
15. Do you believe that your parents should allow you to make most of your own decisions?	Yes	NO
16. Do you feel that when you do something wrong there's very little you can do to make it right?	Yes	NO
17. Do you believe that most kids are just born good at sports?	Yes	NO
18. Are most of the other kids your age stronger than you are?	Yes	NO
19. Do you feel that one of the best ways to handle most problems is just not to think about them?	Yes	NO
20. Do you feel that you have a lot of choice in deciding who your friends are?	Yes	NO
21. If you find a four leaf clover, do you believe that it might bring you good luck?	Yes	NO
22. Do you often feel that whether you do your homework has much to do with what kind of Grades you get?	Yes	NO
23. Do you feel that when a kid your age decides to hit you, there's little you can do to stop him or her?	Yes	NO
24. Have you ever had a good luck charm?	Yes	NO
25. Do you believe that whether or not people like you depends on how you act?	Yes	NO
26. Will your parents usually help you if you ask them to?	Yes	NO
27. Have you felt that when people were mean to you it was	Yes	NO

usually for no reason at all?		
28. Most of the time, do you feel that you can change what might happen tomorrow by what you do today?	Yes	NO
29. Do you believe that when bad things are going to happen they just are going to happen no matter what you try to do to stop them?	Yes	No
30. Do you think that kids can get their own way if they just keep trying?	Yes	NO
31. Most of the time, do you find it useless to try to get your own way at home?	Yes	NO
32. Do you feel that when good things happen they happen because of hard work?	Yes	NO
33. Do you feel that when somebody your age wants to be your enemy there's little you can do to change matters?	Yes	NO
34. Do you feel that it's easy to get friends to do what you want them to?	Yes	NO
35. Do you usually feel that you have little to say about what you get to eat at home?	Yes	NO
36. Do you feel that when someone doesn't like you there's little you can do about it?	Yes	NO
37. Do you usually feel that it's almost useless to try in school because most other children are just plain smarter than you are?	Yes	NO
38. Are you the kind of person who believes that Planning ahead makes things turn out better?	Yes	NO
39. Most of the time, do you feel that you have little to say about what your family decides to do?	Yes	NO
40. Do you think it's better to be smart than to be lucky?	Yes	NO

{Myself-As-A-Learner Scale}

Instructions

On the next page you will find 20 statements about learning, which I would like you to read. After each statement you will be asked to choose whether is definitely true about you, a bit true about you, sometimes true and sometimes not, not very true, or definitely not true. Please choice:

If you think the statement is definitely true, please draw a circle around letter a.
If you think the statement is a bit true, please draw a circle around letter b.
If you think the statement is sometimes true and sometimes not or if you are just not sure, please draws a circle around letter c.
If you think the statement is not very true, or only a little bit true, please draw a circle around letter d.
If you think the statement is definitely not true, please draw a circle around letter e.

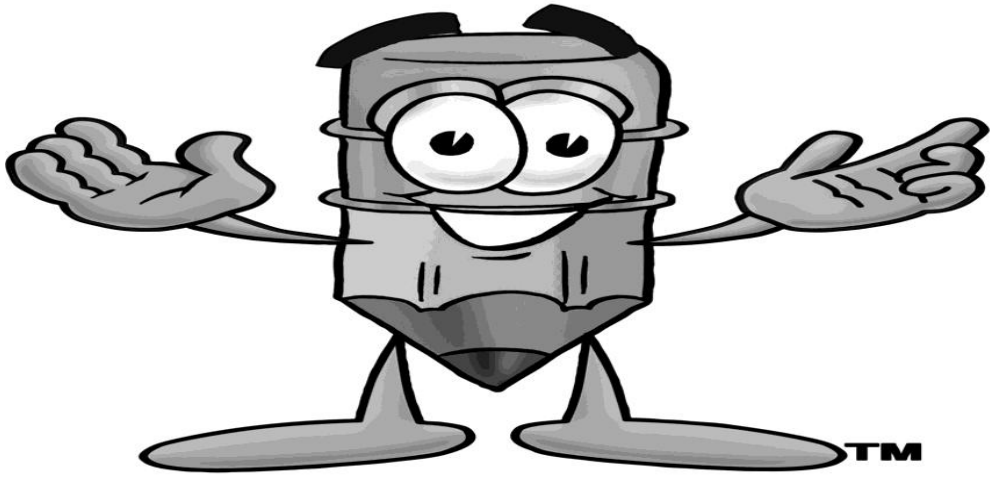
Example:
I am a fast runner.

If you think this is definitely true, you should have drawn a circle around a
If you think this is a bit true, you should have drawn a circle around b.
If you‘re not sure, or if you think this is sometimes true and sometimes not, you should have drawn a circle around c.
If you think this is not very true, you should have drawn a circle around d.
If you think this is definitely not true, you should have drawn a circle around e.

This is not a test. There are no rights or wrong answers, so please think carefully and try to answer as honestly as you can.

1. I am good at doing tests.	a	b	c	d	e
2. I like having problems to solve.	a	b	c	d	e
3. When I am given new work to do, I usually feel confidence I can do it.	a	b	c	d	e
4. Thinking carefully about your work helps you to so it better.	a	b	c	d	e
5. I am good at discussing things.	a	b	c	d	e
6. I need lots of help with my work.	a	b	c	d	e
7. I like having difficult work to do.	a	b	c	d	e
8. I get anxious when I have to do new work.	a	b	c	d	e
9. I think that Problem-solving is fun.	a	b	c	d	e
10. When I get stuck with my work, I can usually work out what to do next.	a	b	c	d	e
11. Learning is easy.	a	b	c	d	e
12. I am not very good at solving problems.	a	b	c	d	e
13. I know the meaning of lots of words.	a	b	c	d	e
14. I usually think carefully about what I have got to do.	a	b	c	d	e
15. I know how to solve the problem that I meet.	a	b	c	d	e
16. I find a lot of schoolwork difficult.	a	b	c	d	e
17. I am clever.	a	b	c	d	e
18. I know how to be a good learner.	a	b	c	d	e
19. I like using my brain.	a	b	c	d	e
20. Learning is difficult.	a	b	c	d	e

Scale



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Please, complete the following information:

Name:

Date of birth:

Age:

Grade:

Today's date:

Schools' name:

{Self-regulation Scale}

Instructions:

On the next page you will find 21 statements about how you do things. Please read them carefully and after each statement choose a response: Always, Sometimes, Seldom or Never.

Example:

I watch T.V.

If you think that you always watch T.V ⇨ Choose Always.

If you think that you sometimes watch T. V ⇨ Choose Sometimes.

If you think that you do not watch T.V very much ⇨ Choose Seldom.

If you think that you never watch T.V ⇨ Choose Never.

You are asked to show your response by marking (＼) in the box for each statement. Remember that there are no rights or wrong answers. Please, be as honest as you can and respond to all statements.

Please mark your response with (/) in one box below.

Statements	Always	Sometimes	Seldom	Never
1. After I do well on a test I entertain myself				
2. I can make decisions by myself.				
3. I plan for the long term.				
4. I seek assistance to reach my goals.				
5. I pay a lot of attention to how I do things.				
6. My choices match my interests.				
7. I spend more time on schoolwork to get better results.				
8.I change my thinking until I solve a problem				
9. I can focus on a task for ten minutes.				
10. I make a check list for my jobs.				
11. After I finish my home work I congratulate myself.				
12. I check over my homework to be sure that it is right.				
13. I think before I act.				
14 I set a schedule for each day during my school holiday.				
15. I overcome obstacles that get in the way of my goals.				
16. I check how I did on tests.				
17. I do something I like after I finish schoolwork.				
18. I care about the result of my choice.				
19. I sit for long time during a task.				
20. I develop timetables for my work.				
21. I can find many possibilities to solve a				

problem.				

{Situation Judgment Test}

Directions:

On the next three pages you will find 14 situations, which I would like you to read. After each situation there are 2 choices A and B. You are asked to choose A or B by circling the letter. There are no right or wrong answers.

Example

I prefer to eat

A.Ice cream B. Chocolate

Please, circle A or B

1. You have just handed in a project to your teacher, which you have done over the course of three weeks. Afterwards you

A. Worry about your Grade.

B. Go and enjoy yourself and forget about it.

2. You and your friend go to the funfair all day. You eat your lunch and snack there. Your father gives you money for the food and for the rides in the funfair. How would you spend the money?

A. Divide your money between food and the rides.

B. Spend your money on the rides instead of spending it on food.

3. If you promise yourself you will get 75 or more in math class, you will be happy if:

A. You get 75 or more.

B. You pass math class with 60.

4. You go to a park with your friends. You are so thirsty because you walked for a long time but your friends are hungry, because they did not eat their lunch. When you get to the grocery store all your friends buy sandwiches,. What will you buy?

A. Sandwich

B. Bottle of water.

5. When you have to do a school task which contains many steps, usually you

A. Check every step.

B. Do not check every step

6. Before you give your teacher your project, you check its:

A. Presentation.

B. Activity .

7. **You want to study for your test, which is taking place tomorrow, but there is a power cut. You will**

A. Miss school because you have not prepared for the test.

B. See what else you could do (e.g. go to friend's house).

8. After you complete one part of a task correctly, you will

A. Continue your work until you finish it.

B. Reward yourself for completing one part correctly.

9. To keep your body healthy you have to walk, so you promise yourself you will walk half an hour every day. You will be happy if you:

A. Walk every day for ten minutes.

B. Walk half an hour or more every day.

10. You go to a store with your father and siblings. You like crisps but all of your siblings choose sweets. What would you choose?

A. Crisps

B. Sweets

11. If you recorded a telephone number from a T.V show, you would

A. Ask another individual to write it down.

B. Check every number after you write it.

12. After you do a school task, you:

A. Check your work carefully

B. Hand it in to your teacher without checking it first.

13. You want to clean your teeth but there is no water in the bathroom. What do you do?

A. Leave cleaning your teeth until the next day.

B. Think about where else you could find water.

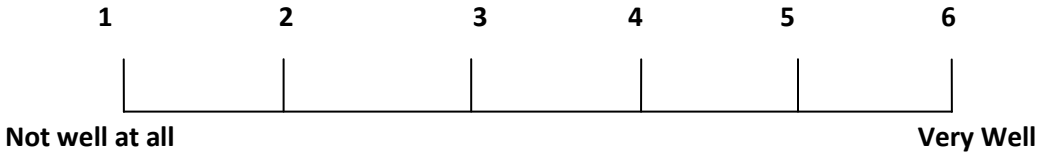
14. You have ten days' holiday from school. You could

A. Do whatever your family and friends do.

B. Make a plan for every day.

{Self-Efficacy for Self-regulated Learning Scale}

Directions: Read each statement below very carefully and use the following scale to answer as honestly as you can. Remember that you can circle any number from 1 to 6.



1	How well can you finish your homework on time?	**1**	**2**	**3**	**4**	**5**	**6**
2	How well can you study when there are other interesting things to do?	**1**	**2**	**3**	**4**	**5**	**6**
3	How well can you concentrate on your schoowork?	**1**	**2**	**3**	**4**	**5**	**6**
4	How well can you remember Activity presented in class and in your school books?	**1**	**2**	**3**	**4**	**5**	**6**
5	How well can you arrange a place to study at home where you won't get distracted?	**1**	**2**	**3**	**4**	**5**	**6**
6	How well can you motivate yourself to do schoolwork?	**1**	**2**	**3**	**4**	**5**	**6**
7	How well can you participate in class discussion?	**1**	**2**	**3**	**4**	**5**	**6**

Four scales for pilot study (D)

Scale

Please, complete the following information

Name:

Date of birth:

Age:

Grade:

Today's date

School's name

{Academic Self-concept Scale}

Directions: **Please read these statements and then decide whether each one is true or false for you. You are asked to answer by marking (⁄) in the box for each statement. Remember that there are no right or wrong answers.**

Statements	True	False
1. My courses are hard to understand.		
2. I perform better than average in each subject.		
3. I find coursework challenging.		
4. I understand my reading assignments.		
5. I am a fast learner.		
6. I require assistance to complete schoolwork.		
7. I like attending class.		
8. My peers are more intelligent than me.		
9. I get good Grades on tests.		
10. Schoolwork is hard.		
11. I hate social studies.		
12. I enjoy completing take-home work		
13. I can do math problems.		
14. I have trouble comprehending English class.		
15. I assist my peers with their class work.		
16. I enjoy class subjects.		

{Myself-As-A-Learner Scale}

Instructions

On the next page you will find 20 statements about learning, which I would like you to read. After each statement you will be asked to choose whether is definitely true about you, a bit true about you, sometimes true and sometimes not, not very true, or definitely not true. Please choice:

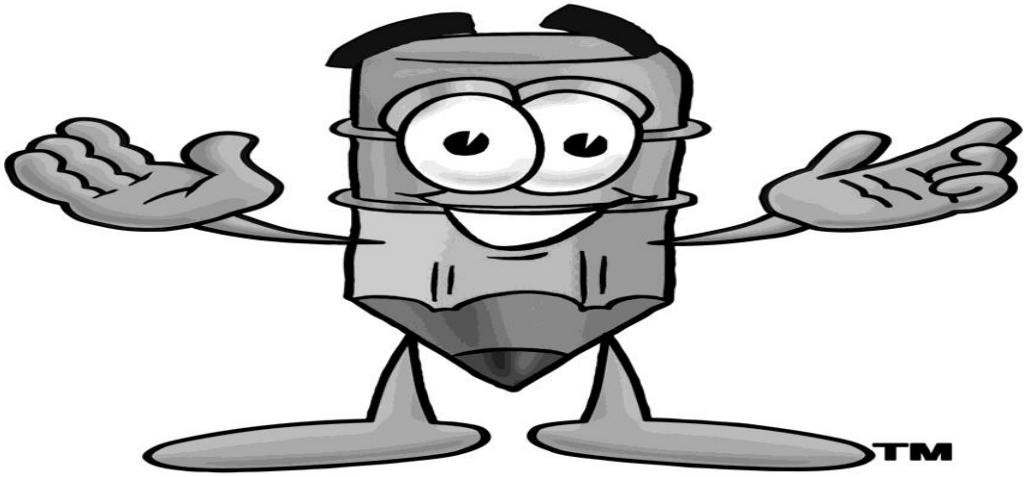
If you think the statement is definitely true, please draw a circle around letter a.
If you think the statement is a bit true, please draw a circle around letter b.
If you think the statement is sometimes true and sometimes not or if you are just not sure, please draw a circle around letter c.
If you think the statement is not very true, or only a little bit true, please draw a circle around letter d.
If you think the statement is definitely not true, please draw a circle around letter e.

Example:
I am a fast runner.
If you think this is definitely true, you should have drawn a circle around a
If you think this is a bit true, you should have drawn a circle around b.
If you‘re not sure, or if you think this is sometimes true and sometimes not, you should have drawn a circle around c.
If you think this is not very true, you should have drawn a circle around d.
If you think this is definitely not true, you should have drawn a circle around e.

This is not a test. There are no right or wrong answers, so please think carefully and try to answer as honestly as you can.

1. I am good at doing tests.	a	b	c	d	e
2. I like having problems to solve.	a	b	c	d	e
3. When I am given new work to do, I usually feel confidence I can do it.	a	b	c	d	e
4. Thinking carefully about your work helps you to so it better.	a	b	c	d	e
5. I am good at discussing things.	a	b	c	d	e
6. I need lots of help with my work.	a	b	c	d	e
7. I like having difficult work to do.	a	b	c	d	e
8. I get anxious when I have to do new work.	a	b	c	d	e
9. I think that Problem-solving is fun.	a	b	c	d	e
10. When I get stuck with my work, I can usually work out what to do next.	a	b	c	d	e
11. Learning is easy.	a	b	c	d	e
12. I am not very good at solving problems.	a	b	c	d	e
13. I know the meaning of lots of words.	a	b	c	d	e
14. I usually think carefully about what I have got to do.	a	b	c	d	e
15. I know how to solve the problem that I meet.	a	b	c	d	e
16. I find a lot of schoolwork difficult.	a	b	c	d	e
17. I am clever.	a	b	c	d	e
18. I know how to be a good learner.	a	b	c	d	e
19. I like using my brain.	a	b	c	d	e
20. Learning is difficult.	a	b	c	d	e

Scale



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Please, complete the following information:

Name:

Date of birth:

Age:

Grade:

Today's date:

Schools' name:

{Self-regulation Scale}

Instructions

On the next page you will find 13 statements about how you do things. Please read them carefully and after each statement choose a response: Always, Sometimes, Seldom or Never.

Example:

I watch T.V.

If you think that you always watch T.V ⇨ Choose Always.

If you think that you sometimes watch T. V ⇨ Choose Sometimes.

If you think that you do not watch T.V very much Choose Seldom.

If you think that you never watch T.V ⇨ Choose Never.

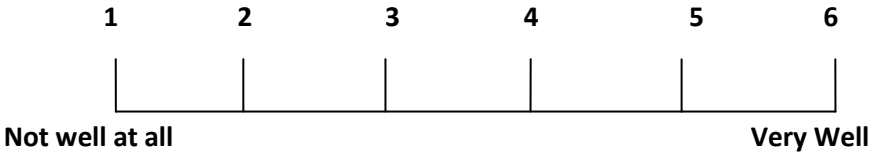
You are asked to show your response by marking (＼) in the box for each statement. Remember that there are no right or wrong answers. Please, be as honest as you can and respond to all statements.

Please mark your response with (/) in one box below.

Statements	Always	Sometimes	Seldom	Never
1. After I do well on a test I entertain myself				
2. I can make decisions by myself.				
3. I plan for the long term.				
4. My choices match my interests.				
5.I change my thinking until I solve a problem				
6. I make a check list for my jobs.				
7. After I finish my home work I congratulate myself.				
8. I check over my homework to be sure that it is right.				
9. I think before I act.				
10. I set a schedule for each day during my school holiday.				
11. I check how I did on tests.				
12. I care about the result of my choice.				
13. I develop timetables for my work.				

{Self-efficacy for Self-regulated Learning Scale}

Directions: Read each statement below very carefully and use the following scale to answer as honestly as you can. Remember that you can circle any number from 1 to 6.



1	How well can you finish your homework on time?	**1**	**2**	**3**	**4**	**5**	**6**
2	How well can you study when there are other interesting things to do?	**1**	**2**	**3**	**4**	**5**	**6**
3	How well can you concentrate on your schoowork?	**1**	**2**	**3**	**4**	**5**	**6**
4	How well can you remember Activity presented in class and in your school books?	**1**	**2**	**3**	**4**	**5**	**6**
5	How well can you arrange a place to study at home where you won't get distracted?	**1**	**2**	**3**	**4**	**5**	**6**
6	How well can you motivate yourself to do schoolwork?	**1**	**2**	**3**	**4**	**5**	**6**
7	How well can you participate in class discussion?	**1**	**2**	**3**	**4**	**5**	**6**

Four scales for intervention study (E)

Scale

Please, complete the following information
Name:
Date of birth:
Age:
Grade:

Today's date

School's name

{Academic Self-concept Scale}

Directions: **Please read these statements and then decide whether each one is true or false for you. You are asked to answer by marking (／) in the box for each statement. Remember that there are no right or wrong answers.**

Statements	True	False
1. My courses are hard to understand.		
2. I perform better than average in each subject.		
3. I find coursework challenging.		
4. I understand my reading assignments.		
5. I am a fast learner.		
6. I require assistance to complete schoolwork.		
7. I like attending class.		
8. My peers are more intelligent than me.		
9. I get good Grades on tests.		
10. Schoolwork is hard.		
11. I hate social studies.		
12. I enjoy completing take-home work		
13. I can do math problems.		
14. I have trouble comprehending English class.		
15. I assist my peers with their class work.		
16. I enjoy class subjects.		

{Myself-As-A-Learner Scale}

Instructions

On the next page you will find 20 statements about learning, which I would like you to read. After each statement you will be asked to choose whether is definitely true about you, a bit true about you, sometimes true and sometimes not, not very true, or definitely not true. Please choice:

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If you think the statement is a bit true, please draw a circle around letter b.
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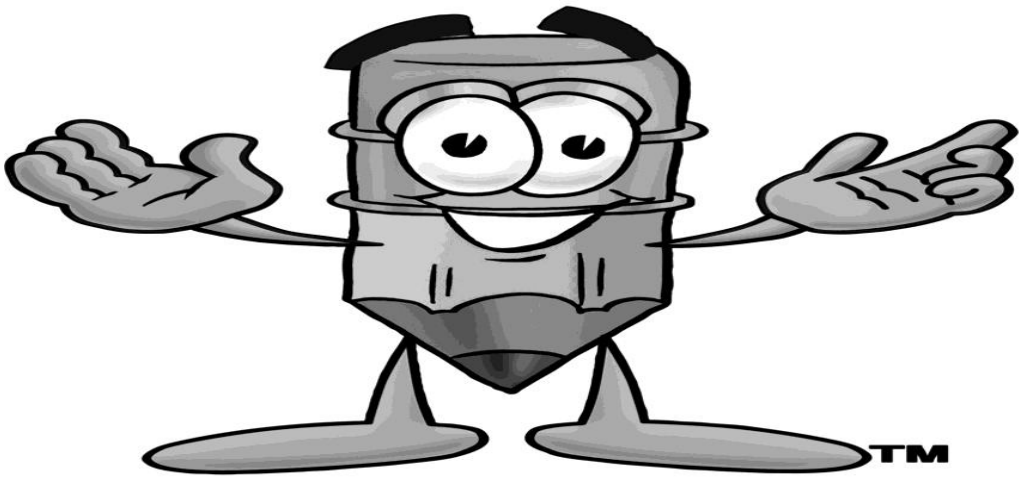
If you think the statement is not very true, or only a little bit true, please draw a circle around letter d.
If you think the statement is definitely not true, please draw a circle around letter e.

Example:
I am a fast runner.
If you think this is definitely true, you should have drawn a circle around a
If you think this is a bit true, you should have drawn a circle around b.
If you‘re not sure, or if you think this is sometimes true and sometimes not, you should have drawn a circle around c.
If you think this is not very true, you should have drawn a circle around d.
If you think this is definitely not true, you should have drawn a circle around e.

This is not a test. There are no right or wrong answers, so please think carefully and try to answer as honestly as you can.

1. I am good at doing tests.	a	b	c	d	e
2. I like having problems to solve.	a	b	c	d	e
3. When I am given new work to do, I usually feel confidence I can do it.	a	b	c	d	e
4. Thinking carefully about your work helps you to so it better.	a	b	c	d	e
5. I am good at discussing things.	a	b	c	d	e
6. I need lots of help with my work.	a	b	c	d	e
7. I like having difficult work to do.	a	b	c	d	e
8. I get anxious when I have to do new work.	a	b	c	d	e
9. I think that Problem-solving is fun.	a	b	c	d	e
10. When I get stuck with my work, I can usually work out what to do next.	a	b	c	d	e
11. Learning is easy.	a	b	c	d	e
12. I am not very good at solving problems.	a	b	c	d	e
13. I know the meaning of lots of words.	a	b	c	d	e
14. I usually think carefully about what I have got to do.	a	b	c	d	e
15. I know how to solve the problem that I meet.	a	b	c	d	e
16. I find a lot of schoolwork difficult.	a	b	c	d	e
17. I am clever.	a	b	c	d	e
18. I know how to be a good learner.	a	b	c	d	e
19. I like using my brain.	a	b	c	d	e
20. Learning is difficult.	a	b	c	d	e

Scale



[

Please, complete the following information:

Name:

Date of birth:

Age:

Grade:

Today's date:

Schools' name:

{Self-regulation Scale}

Instructions:

On the next page you will find 10 statements about how you do things. Please read them carefully and after each statement choose a response: Always, Sometimes, Seldom or Never.

Example:

I watch T.V.

If you think that you always watch T.V ⇨ Choose Always.

If you think that you sometimes watch T. V ⇨ Choose Sometimes.

If you think that you do not watch T.V very much ⇨ Choose Seldom.

If you think that you never watch T.V ⇨ Choose Never.

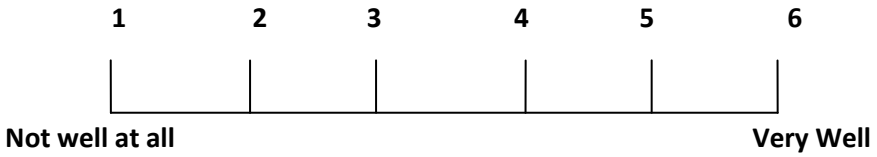
You are asked to show your response by marking (＼) in the box for each statement. Remember that there are no right or wrong answers. Please, be as honest as you can and respond to all statements.

Please mark your response with (/) in one box below.

Statements	Always	Sometimes	Seldom	Never
1. After I do well on a test I entertain myself				
2. My choices match my interests.				
3.I change my thinking until I solve a problem				
4. I make a check list for my jobs.				
5. After I finish my home work I congratulate myself.				
6. I check over my homework to be sure that it is right.				
7. I set a schedule for each day during my school holiday.				
8. I check how I did on tests.				
9. I care about the result of my choice.				
10. I develop timetables for my work.				

{Self-efficacy for Self-regulated Learning Scale}

Directions: Read each statement below very carefully and use the following scale to answer as honestly as you can. Remember that you can circle any number from 1 to 6.



1	How well can you finish your homework on time?	**1**	**2**	**3**	**4**	**5**	**6**
2	How well can you study when there are other interesting things to do?	**1**	**2**	**3**	**4**	**5**	**6**
3	How well can you concentrate on your schoowork?	**1**	**2**	**3**	**4**	**5**	**6**
4	How well can you remember Activity presented in class and in your school books?	**1**	**2**	**3**	**4**	**5**	**6**
5	How well can you arrange a place to study at home where you won't get distracted?	**1**	**2**	**3**	**4**	**5**	**6**
6	How well can you motivate yourself to do schoolwork?	**1**	**2**	**3**	**4**	**5**	**6**
7	How well can you participate in class discussion?	**1**	**2**	**3**	**4**	**5**	**6**

Informed Consent Form (parents pilot study) F

Dear Parent

I am currently undertaking a Ph.D at the University of York in the United Kingdom. My research topic is to examine the effectiveness of a training programme I have proposed for improving the self-regulation skills (how the children take control of their own learning), and its impact on self-concept (how the children see themselves academically), of students with learning disabilities (need academic support) in Saudi.

My research involves the development and implementation of my proposed intervention programme and the evaluation of its effectiveness in improving self-regulation strategies of female students with learning difficulties between the ages of 10-12 years old in Saudi primary schools. I would like to pilot some of my intervention Activity in your child's primary school (UK). Students will be selected to take a part in my study regarding to their needs for extra educational support that they are already receiving it with your permission. These students will be asked to complete a short battery of assessments (20-30 minutes) prior to starting the intervention programme. The intervention programme will take a period of three weeks with two sessions per week, each session will last 45 minutes. After this period, the children will be re-assessed using the same battery of tests. The data collected will be computerised and stored with a confidential username and password.

Nobody else will be permitted to access the data, except the researcher of this project and her supervisor who can have access to this data under a strict confidentiality agreement. The data collected will be stored for five years and may be used for future analysis or may be used to compare to other study data. I will replace with each child's name with a code when recording and entering data to ensure anonymity. The

participating children can withdraw from the intervention at any time. At the end of my study, the school will receive a report on the findings. Finally, if there is any concern whatsoever, you can email the supervisor of this project Dr. Poppy Nash at poppy.nash@york.ac.uk.

Declaration of consent: I have read the above Activity and give permission for my child to participate in this research project.

Parent:

_____	_____	_____
First name	Signature	Date

Researcher:

Afrah Salem Bagazi	_____	_____
Name of Researcher	Signature	Date

Informed Consent Form (Head teachers pilot study) G

Dear Head teacher/Principal

My name is Afrah Bagazi and I am currently a Ph.D student at The University of York. I am in my second year and I am waiting to ask if it would be possible to implement my pilot study in Haxby Road Academy Primary School. My research involves the implementation and evaluation of an intervention programme I have developed to improve the self-regulation strategies and academic self-concept of female students with learning difficulties, between the ages of 10-12 years old in primary schools. I will be implementing my main study in Saudi later this year, but I would very much appreciate the opportunity to pilot some of my intervention Activity in your school in April.

To implement my study, I require female students with Specific Learning Difficulties to participate in my programme. Students will be asked to complete a short battery of assessments (20-30 minutes) prior to the intervention programme. The actual intervention programme would last two months, with two sessions per week but for my pilot study I will just implement a part of my intervention which may take three weeks, twice a week. After the intervention group has received the programme, these children will be re-assessed using the same battery of tests. The data collected will be computerised and stored with a confidential username and password.

Nobody else will be permitted to access the data, except myself as the strict confidentiality agreement. The data collected will be stored for five years and may be

researcher of this project and my supervisor who can have access to this data under a used for future analysis or may be used to compare to other study data. I will replace students

name with a code when recording and entering data to ensure anonymity. Participating students can withdraw from the programme at any time. I may interview the students' teachers to assess the effectiveness of the programme for students' academic progress. After data analysis of this pilot study school will gather Activity of my study, the school will receive a report on the findings. If you would like to discuss email me at ab1433@york.ac.uk or my supervisor Dr. Poppy Nash at poppy.nash@york.ac.uk.

Declaration of consent: I have read the above Activity and give permission for my child to participate in this research project.

Head teacher:

_____	_____	_____
First name	Signature	Date

Researcher:

Afrah Salem Bagazi	_____	_____
Name of Researcher	Signature	Date

Informed Consent Form (parents main study) H

Dear Parent

I am currently undertaking a Ph.D at the University of York in the United Kingdom. My research topic is to examine the effectiveness of a training programme I have proposed for improving the self-regulation skills (how the children take control of their own learning), and its impact on self-concept (how the children see themselves academically), of students with learning difficulties in Saudi.

My research involves the implementation of my proposed programme and the evaluation of its effectiveness in improving the self-regulation strategies of female students with learning difficulties between the ages of 10-12 years old in Saudi primary schools. Moreover, I seek to determine the impact of the programme on students' academic self-concept. I am asking if your child would like to take part in the programme as they are already now receiving special instruction for learning difficulties with your permission.

To implement my study, I require female students with learning difficulties to participate in my programme. Students will complete a short battery of assessments (20-30 minutes) which are self-regulation questionnaire and academic self-concept scale prior to the intervention programme. I will then randomly allocate children to either the intervention or control group. The intervention programme will take place for two months twice a week. The intervention sessions will last 45 minutes. After the intervention group has received the programme, both groups of children will be re-assessed using the same battery of tests. The control group will attend the usual school timetable and receive the intervention at a later stage without re-assessing them. The data collected will be computerised and stored with a confidential username and password.

Nobody else will be permitted to access the data, except the researcher of this project and her supervisor who can have access to this data under a strict confidentiality agreement. The data collected will be stored for five years and may be used for future analysis or may be used to compare to other study data. It may also be presented at conferences or written up for publication. I will replace each child's name with a code

when recording and entering data on the computer to ensure anonymity. You do not have to consent to your child taking part in this study and students can withdraw at any time without penalty. I would like to interview the students' teachers to assess the effectiveness of the programme for students' academic progress. At the end of my study, the school will receive a report on the findings. Finally, if there is any concern whatsoever, you can email the General Directorate of Special Education for girls, Najla Al-Mushagheh, at najla.fahad@hotmail.com.

Declaration of consent: I have read the above Activity and give permission for my child to participate in this research project.

Parent

_____	_____	_____
First name	Signature	Date

Researcher:

Afrah Salem Bagazi	_____	_____
Name of Researcher	Signature	Date

Informed Consent Form (Head teachers main study) I

Dear Head teacher/Principal

I am currently undertaking a Ph.D at the University of York in the United Kingdom. My research topic is to examine the effectiveness of a training programme I have proposed for improving the self-regulation skills (how the children take control of their own learning), and its impact on self-concept (how the children see themselves academically), of students with learning disabilities (need special instruction) in Saudi.

My research involves the implementation of my proposed programme and the evaluation of its effectiveness in improving the self-regulation strategies of female students with learning difficulties between the ages of 10-12 years old in Saudi primary schools. The researcher will select students with learning difficulty that attend resource room which is students with learning difficulties pullout from their general education classroom and receive special instruction as a small group with similar problem or individually. These students will have been diagnosed as having learning difficulties depending on the discrepancy (gap) between their academic performance and intellectual ability. These students' parents understand their child's condition and give their permission to school to educate their children in the resource room on their specific difficulties and they are already relicensing special instruction. Moreover, I seek to determine the impact of the programme on students' academic self-concept.

To implement my study, I require female students with learning difficulties to participate in my programme. Students will complete a short battery of assessments (20-30 minutes) which are self-regulation questionnaire and academic self-concept scale prior to the intervention programme. I will then randomly allocate children to either the intervention or control group. The intervention programme will take place for two months twice a week. The intervention sessions will last 45 minutes. After the intervention group has received the programme, both groups of children will be re-assessed using the same

battery of tests. The control group will attend the usual school timetable and receive the intervention at a later stage without re-assessing

them. The data collected will be computerised and stored with a confidential username and password.

Nobody else will be permitted to access the data, except the researcher of this project and her supervisor who can have access to this data under a strict confidentiality agreement. The data collected will be stored for five years and may be used for future analysis or may be used to compare to other study data. It may also be presented at conferences or written up for publication. I will replace each child's name with a code when recording and entering data on the computer to ensure anonymity. You do not have to consent to your child taking part in this study and students can withdraw at any time without penalty. I would like to interview the students' teachers to assess the effectiveness of the programme for students' academic progress. At the end of my study, the school will receive a report on the findings. Finally, if there is any concern whatsoever, you can email the General Directorate of Special Education for girls, Najla Al-Mushagheh, at najla.fahad@hotmail.com

Head teacher/Principal

_____	_____	_____
First name	Signature	Date

Researcher:

Afrah Salem Bagazi	_____	_____
Name of Researcher	Signature	Date

Recruitment of participants for intervention programme (Math) J

Subject: Maths **Grade**

Please, complete this form by the end of September.

I am Planning to implement an intervention programme I have developed for my PhD research, for students who are struggling with academic work at school. I would be very grateful for your help in recruiting suitable students to take part in the programme. For the programme, I wish to include students who have one or more of the following difficulties:

1. A score of 3 or 4 in assessments in maths.
2. Difficulty following the teacher's instructions in class.
3. Difficulty in remembering Activity .
4. Difficulty in sitting still during lessons (for example student cannot set in her chair).
5. Difficulty focusing on a task (test) or during the lesson.
6. Difficulty remembering to bring school equipment to school.
7. Low motivation toward learning.
8. Hold a negative attitude toward school and subjects.

Please could you identify any students in your class, who has one or more of these difficulties, and add them to the Table below and indicate which difficulties they are experiencing in struggling at school (please tick).

Example: If a student is struggling with maths, and has low motivation to learn, you would provide the name of the student in the table below and put a tick\( ) in columns 1 and 7 (indicating problems with maths and motivation respectively) in accordance with the criteria above.

Students to be considered for involvement in intervention programme at your school

Name	**Year**	**Area(s) of difficulty for student (please see above criteria)**							
		1	**2**	**3**	**4**	**5**	**6**	**7**	**8**

If you have any queries about completing this form, please email the researcher Afrah Bagazi at: ab1433@york.ac.uk . Thank you very much for your help.

Recruitment of participants for intervention programme (My language) K

Subject: My language Grade:

Please, complete this form by the end of September.

I am Planning to implement an intervention programme I have developed for my PhD research, for students who are struggling with academic work at school. I would be very grateful for your help in recruiting suitable students to take part in the programme. For the programme, I wish to include students who have one or more of the following difficulties:

1. A score of 3 or 4 in their assessments in my Language.
2. Difficulty following the teacher's instructions in class.
3. Difficulty in remembering Activity .
4. Difficulty in sitting still during lessons (for example student cannot set in her chair).
5. Difficulty focusing on a task (test) or during the lesson.
6. Difficulty remembering to bring school equipment to school.
7. Low motivation toward learning.
8. Hold a negative attitude toward school and subjects.

Please could you identify any students in your class, who has one or more of these difficulties, and add them to the Table below and indicate which difficulties they are experiencing in struggling at school (please tick).

Example: If a student is struggling with my language, and has low motivation to learn, you would provide the name of the student in the table below and put a tick ( ) in columns 1 and 7 (indicating problems with my language and motivation respectively) in accordance with the criteria above. \

Students to be considered for involvement in intervention programme at your school

Name	**Year**	**Area(s) of difficulty for student (please see above criteria)**							
		1	**2**	**3**	**4**	**5**	**6**	**7**	**8**

If you have any queries about completing this form, please email the researcher Afrah Bagazi at: ab1433@york.ac.uk . Thank you very much for your help.

Amendments made to intervention programme following (pilot study) L

In the course of undertaking the pilot study, the researcher encountered some challenges relating to the students' level of understanding, their academic problems and time consumed. Consequently, the researcher reviewed the intervention programme session by session and made some modifications in some Activity . These adjustments included adding pictures, reducing the length of some Activity and adding homework sheets to some sessions to make sure students understood specific strategies.

- For the introduction to the programme session, the researcher added a wall displaying papers and pictures relating to what make the group special and what the golden rules are. For the first session of problem solving, the researcher recommends a change to the example relating to how students solve 10 maths problems in the example sheet. This is due to it being the first session of the Problem-solving strategy, and children are not familiar with this, thus it is difficult for them to apply it in an academic setting. The researcher would like to provide another example, which would deal with the extinction of electricity; by offering a Problem-solving example from real life that would help students to understand this strategy and apply it in an academic setting. Also, the researcher demonstrates the definition of Problem-solving by using visual aids to make it more attractive to children and to help them remember it more easily.
- Regarding the second session of problem-solving, the researcher altered the Problem-solving exercise from solving a problem related to putting six different numbers into 36 boxes, where each row and column has to have all these numbers, to another exercise which deals with forgetting to bring

books and equipment to school. The researcher uses this problem because during her pilot study she discovered that forgetfulness is considered a problem associated with these children. Moreover, the number of shapes in the practise sheet was reduced from five to four big sizes and from six to five small sizes for each shape. That was because the amount of shapes was not allowing the children to solve this problem in the appropriate time. The third Problem-solving session included a homework sheet related to the academic setting. This was due to all of the examples in the session dealing with non-academic problems. By following all of these Problem-solving examples, future students will be able to solve academic problems on their own.

- During the first session of Self-reinforcement, the researcher added the answer for the homework sheet at the beginning of the session. She also changed 'the work I finish' to 'I am smart' because it is similar to the 'I do it' task presented in the same exercise. The second session of Self-reinforcement involved the researcher adding pictures to 'when and how can we reinforce ourselves?'. For the third Self-reinforcement session, the researcher added a homework sheet related to academic settings to verify that the students can apply this strategy at school.
- In the first Self-evaluation session, the researcher added visual aids to the definition of Self-evaluation about demonstrating how a person can evaluate his or her performance. She also added how students can solve the homework sheet regarding Self-reinforcement. The second Self-evaluation session involved the researcher changing the practise sheet from three choices (always, sometimes or never) to two (yes or no) as there was no

possibility of middle choices in this example. For the third Self-evaluation session, the researcher changed the example in the evaluation sheet, which deals with a non-academic case (of a salesman) to an academic case (of assessment for five classes). This will help these students to be more effective and evaluate their school performances. Additionally, a homework sheet, which contains an academic example, was added to this session.

- The first Planning session involved the researcher adding pictures to the Planning definition and presenting a related map (in an exercise sheet about shopping). Without the map some of the students became confused as to how they could make a shopping plan. In the second Planning session, the researcher replaced History and Geography lessons with Social Science lessons in their daily class schedule. This is due to the integration of History and Geography books into one book called Social Science. Also, for the same reason, she changed History to Social Science and Geography to Reading in an example sheet about Planning. For the third session related to Planning, the researcher made a slight change to the exercise sheet by removing 'going to the library', for the reason that in Saudi people do not often go to the library. As an alternative she added a specific day that friends were asked to visit, in order to make the example, and the plan for it, clearer. Moreover, she added a homework sheet relating to Planning in an academic setting.
- In the first Decision-making session, the researcher inserted the answer for the homework sheet related to Planning and added some images to the definition of decision making. During the second Decision-making session, the researcher added a demographic to Decision-making steps to make it

visually more comprehensible for children. The third Decision-making session included the researcher attaching a homework sheet and in the concluding session the researcher included the answer for that homework sheet.

Participant attendance at School A (M)

Session	Date	Month	Attendance (max.=10particpant)
1	8	October	10
2	13		9
3	15		10
4	20		9
5	22		8
6	27		8
7	29		7
8	3	November	10
9	5		8
10	10		8
11	12		10
12	17		10
13	19		9
14	1	December	9
15	3		10
16	8		9
17	10		10

Participant attendance at School B (N)

Sessions	Date	Month	Attendance (max.=10particpant)
1	5	October	10
2	7		10
3	12		8
4	14		7
5	19		8
6	21		9
7	26		8
8	28		8
9	2	November	9
10	4		10
11	9		8
12	11		7
13	16		9
14	18		9
15	30		10
16	2	December	7
17	7		10

Intervention programme (P)

Self-regulation Programme:

Small group intervention for female students

who are Struggling at School.

Afrah Bagazi

The University of York

The intervention study - 2015

Introduction: Research has shown that Specific Learning Difficulties (SpLD) refers to a neurobiological disorder in one or more of the basic processes involved in understanding spoken or written language. The condition may influence an individual's ability to speak, listen, read, write, spell, reason, organize information or do mathematical calculations (Lerner and Johns, 2009). Students with SpLD tend to have low academic self-concept due to comparing themselves with their typical peers' educational outcomes. They also often fail in one or more of their classes as they tend to attribute success in school to external reasons, such as teaching methods and good luck rather than to their ability and efforts. These students often have a negative academic self-concept because of their poor academic achievement and diagnosis of SpLD (Banks and Woolfson, 2008).

Sideridis (2006) indicates that the majority students with SpLD have trouble in participating in school, activities because of their low level of motivation and high level of anxiety and depression compared to their peers. Monyalvo and Torres (2004) state that students with SpLD should be raised in an environment that increases their self-regulation skills through training. Many students with SpLD have problems choosing and implementing self-regulation strategies such as Self-reinforcement, Self-evaluation, Problem-solving, Planning and Decision- making. Therefore, these students need to learn self-regulation strategies to increase their engagement with learning and performance at school (Wong, 1998). As a result, teaching these students self-regulation strategies should increase their ability to choose and apply self-regulation skills, which will enable them to become more confident learners (Butler, 2002). Teachers and others who work with students who have SpLD need to equip these students with self-regulation strategies and train these students to apply them in their school work, through

instruction and information which will help to promote their academic achievement (Lienemann and Reid, 2006).

The aim of the programme: The intervention programme aims to develop five self-regulation strategies: Self-reinforcement, Self-evaluation, Problem-solving, Planning, and Decision-making (Zimmerman, 1990). These strategies are intended to improve self-regulation for students with specific learning difficulties and impact their academic self-concept positively.

(https://www.researchgate.net/profile/Barry_Zimmerman/publication/243775466_Self-Regulated_Learning_and_Academic_Achievement_An_Overview/links/549b67780cf2d6581ab2e355.pdf).

Participants: This programme has been specifically developed for female students with specific learning difficulties between the ages of 10-12 years old, enrolled in public primary school in Saudi Arabia. During the sessions students should be divided into groups, with each group comprising 3-5 students with specific learning difficulties.

Duration of the programme: The programme should be implemented over nine weeks' with two sessions a week with a total of 17 sessions, each session should take 50 minutes to complete the recommended activities .

The number of training sessions: The first of the 17 sessions is an introduction to the programme. Sessions 2 to 16 focus on activities related to self-regulation strategies. The final session, Session 17, concludes the intervention programme. The effectiveness of the programme can be evaluated using a pre-and post-intervention assessment battery, especially developed for this intervention. There are 19 sessions for the self-regulation

programme including the pre-and post-intervention assessment sessions for the participants.

Various sources have been consulted in developing the intervention programme activities. Details of these sources can be found in Chapter 5 of the PhD thesis which accompanies this intervention programme.

Learning outcomes by session:

Session	Learning outcome.
1	1. Students will be able to understand the benefits of working as a team, such as turn-taking and listening. 2. Students with specific learning difficulties will feel motivated to attend and participate in all sessions. 3. Students will be able to explain why they are selected for this study. 4. Students will understand the meaning and importance of research. 5. Students will understand the golden rules for group work. 6. Students will know what making their group special.
2	1. Students will be able to define the meaning of problem-solving. 2. Students will learn the steps for problem-solving. 3. Students will understand the importance of seeking information and asking others for advice in solving a problem. 4. Students will experience the benefits of working as a team, such as turn-taking and listening. 5. Students will recognize the importance of using a problem-solving strategy to improve their school progress.
3	1. Students will recognize the importance of seeking information and asking others for advice in solving a problem. 2. Students will experience the benefits of working as a team, such as turn-taking and listening. 3. Students will know the importance of using a problem-solving strategy to improve their academic progress. 4. Students will be able to practise using problem-solving steps to solve (academic and non- academic) problems.

4	1. Students will be able to seek information and ask others for advice to solve a problem. 2. Students will experience the benefits of working as a team, such as turn-taking and listening. 3. Students will recognize the importance of using a problem solving strategy to improve their academic progress. 4. Students will be able to use the problem-solving steps to solve problems.
5	1. Students will experience the benefits of working as a team, such as turn-taking and listening. 2. Students will be able to define the meaning of self-reinforcement. 3. Students will understand the importance of using a self-reinforcement strategy to improve their academic progress. 4. Students will be able to compare the difference between visible and invisible self-reinforcement and when/how can they use them.
6	1. Students will understand the benefits of working as a team, such as turn-taking and listening. 2. Students will experience the importance of using a self-reinforcement strategy to improve their academic progress. 3. Students will be able to implement visible and invisible self-reinforcement in real life. 4. Students will be able to use self-reinforcement strategy in an academic setting.
7	1. Students will understand the benefits of working as a team, such as turn-taking and listening. 2. Students will experience the importance of using a self-reinforcement strategy to improve their academic progress.

	3. Students will be able to use visible and invisible self-reinforcement in real life. 4. Students will be able to implement the use of self-reinforcement in academic situations.
8	1. Students will be able to describe the benefits of working as a team, such as turn-taking and listening. 2. Students will recognise the importance of a self-evaluation strategy to improve their academic progress. 3. Students will be able to explain the meaning of self-evaluation. 4. Students will be able to evaluate certain activities. 5. Students will understand the meanings of checklist, strength, mistake and identify solutions.
9	1.Students will be able to describe the benefits of working as a team, such as turn-taking and listening. 2.Students will recognise the importance of a self-evaluation strategy to improve their academic progress. 3.Students will explain the meaning of self-evaluation. 4.Students will be able to evaluate certain activities . 5.Students will practise doing a checklist related to activity requirements. 6.Students will be able to create some solutions to overcome the mistakes.
10	1. Students will be able to describe the benefits of working as a team, such as listening and turn-taking. 2. Students will recognise the importance of a self-evaluation strategy to improve their academic progress. 3. Students will explain the meaning of self-evaluation.

	4. Students will be able to evaluate certain activities. 5. Students will be able to do a checklist related to activity requirements. 6. Students will be able to create some solutions to overcome the mistakes.
11	1. Students will be able to describe the benefits of working as a team, such as listening and turn-taking. 2. Students will recognise the importance of a planning to improve their academic progress. 3. Students will explain the meaning of planning. 4. Students will be able to use planning in real life situations.
12	1. Students will be able to describe the benefits of working as a team, such as turn-taking and listening. 2. Students will recognise the importance of a planning strategy to improve their academic progress. 3. Students will define the meaning of planning. 4. Students will be able to give examples of planning in their life. 5. Students will be able to use planning in real situations.
13	1. Students will be able to describe the benefits of working as a team, such as listening and turn-taking. 2. Students will recognise the importance of a planning strategy to improve their academic progress. 3. Students will explain the meaning of planning. 4. Students will comprehend the importance of planning in their lives. 5. Students will understand the benefits of Individual Education Plan (IEP). 6. Students will discover the difference before and after attending

	planning sessions on the important of planning in our life.
14	1. Students will be able to describe the benefits of working as a team, such as turn-taking and listening. 2. Students will recognise the importance of a decision-making strategy to improve their academic progress. 3. Students will explain the meaning of decision- making. 4. Students will be able to compare the differences between choice-making and decision-making. 5. Students will be able to solve some examples related to choice-making and decision-making.
15	1. Students will understand the benefits of working as a team, such as listening and turn-taking. 2. Students will recognize the importance of the decision-making strategy to improve their academic progress. 3. Students will be able to describe the steps of decision-making. 4. Students will be able to follow the decision-making steps to make a decision.
16	1. Students will understand the benefits of working as a team, such as listening and turn-taking. 2. Students will recognize the importance of a decision making strategy to improve their academic progress. 3. Students will know the differences between decision-making and choice-making. 4. Students will be able to use the decision-making steps to make a decision.

17	1. Students will recognize the five strategies of self-regulation. 2. Students will be able to summaries each strategy steps or information about a strategy. 3. Students will be able to use the five self-regulation strategies in life. 4. Students will experience the benefits of working as a team, such as listening and turn-taking. 5. Students will understand the importance of self-regulation strategies to improve their academic progress. 6. Students will discuss the importance of self-regulation strategies in their life.

Resources by session:

Session	Resources **NB: {Resources marked with * below are photocopiable}**
Pre-assessment session	Pencils, sharpener و erasers and rulers. Questionnaires 1, 2, 3 and 4.
1	Pencils, sharpener, red pens, erasers, rulers, written what is making our group special, blackboard, written the golden rules, small box, sheet of papers and stop watch (blackboard and markers for writing the rules). * Attendance sheet, and practise sheet (photocopiable /see Resources).
2	Pencils, sharpeners, erasers, rulers, markers, scissors, glues, tapes, blackboard, stop watch, two posters (information sheet) for problem-solving definition and steps. * Practise sheet, a paper outlining the problem-solving steps and example sheet for a problem. (photocopiable /see Resources).
3	Pencils, sharpener, erasers, ruler, marker, tape, blackboard, stop watch, blackboard with problem- solving steps on it and plastic cover. *Different shapes of different colours, and practise sheet (photocopiable /see Resources).
4	Pencils, sharpener, erasers, ruler, marker, tape, blackboard, stop watch, blackboard with problem- solving steps on it and plastic cover, *Example sheet for a problem, set of numbers from 1-40, homework sheet and Activity sheet (photocopiable /see Resources).
5	Pencils, sharpener, erasers, ruler, stop watch, scissors, marker, tape, blackboard, problem-solving steps blackboard and blackboard (with definition). *Practise sheet, discussion sheet and set of pictures (photocopiable /see Resources).
6	Pencils, sharpener, erasers, ruler, scissors, marker, stop watch, tape, blackboard, poster (information sheet) with when/how can we reinforce ourselves and self-reinforcement definition, towels, empty box and 10 pieces of plastic (spoons, plates, cups and fork). *Practise sheet (photocopiable /see Resources).
7	Pencils, sharpener, erasers, ruler, stop watch, calculators, scissors, marker, tape, blackboard, poster (information sheet) with when/how can we reinforce ourselves and self-reinforcement definition and 5 cans each

	containing 12 colours, *Practise sheet, homework sheet and game related to self-reinforcement (photocopiable /see Resources).
8	Pencils, sharpener, erasers, ruler, scissors, marker, tape, stop watch, blackboard, poster (infromation sheet) with self-evaluation definition and how a person can evaluate his/her performance. *Practise sheet related to how students can evaluate their work (photocopiable /see Resources).
9	Pencils, sharpener, erasers, ruler, scissors, stop watch, marker, tape, blackboard, blackboard with how a person can evaluate him/her performance, slices of (cheese, bread, tomato, lettuce), ketchup, knives, spoons and plates. *Finish card, practise sheet and example sheets (photocopiable /see Resources).
10	Pencils, sharpener, erasers, ruler, scissors, marker, tape, stop watch, calculator, blackboard and blackboard with how a person can evaluate his/her performance. *Practise sheet, example sheets, homework sheet and evaluation sheet (photocopiable /see Resources).
11	Pencils, sharpener, erasers, ruler, scissors, marker, tape, stop watch, chalk, blackboard, blackboard with planning definition, shopping map, picture of supermarket entrance and cashier, food and everyday objectives which are (carrot, onion, garlic, lettuce, cucumber, banana, orange, grapes, strawberry, rice, tuna, bread, spaghetti, biscuit, pen, pencil, notebook, eraser , file, t-shirt, hat, pairs of shoes and socks). * Activity sheet and example sheet (photocopiable /see Resources).
12	Pencils, sharpener, erasers, ruler, stop watch, scissors, marker, tape, blank paper, chalk, blackboard, blackboard with planning definition, pencil, box containing party equipment (4 balloons, tape, 3 tinsels, tablecloth, cups, juice, plates, cakes, forks, chip and scissors). *Activity sheet, example sheet and daily class schedule (photocopiable /see Resources).
13	Pencils, sharpener, erasers, ruler, scissors, marker, tape, stop watch, blank paper, chalk, blackboard and blackboard with planning definition. * Activity sheet on cooking, student test results, example sheet of Individual Education Plan IEP, planning Activity and homework sheet

	(photocopiable /see Resources).
14	Pencils, sharpener, erasers, marker, tape, stop watch, chalk, blackboard, poster (infromation sheet) with planning definition, decision-making definition and blackboard showing the differences between choice-making and decision-making *Activity sheet and checklist sheet (photocopiable /see Resources).
15	Pencils, sharpener, erasers, marker, tape, stop watch, chalk, blackboard, colours, poster (infromation sheet) with decision-making steps. *Decision-making Activity sheet and Activity sheet related to decision-making steps (photocopiable /see Resources).
16	Pencils, colours , sharpener, erasers, marker, tape, chalk, blackboard, stop watch, colours and poster (infromation sheet) with decision-making steps. *Decision-making and choice-making sheet, decision-making Activity, example sheet of decision-making and homework sheet (photocopiable /see Resources).
17	Pencils, sharpener, red pen, erasers, stop watch, ruler, colours and prizes. * Practise sheet related to self-regulation strategies, Activity Sheet with important information of the five strategies, discussion sheet and certificate (photocopiable /see Resources).
Post-assessment session	Pencils, sharpeners, erasers and rulers. Scales 1, 2, 3 and 4.

Pre - intervention assessment

Topic of session: Pre-intervention assessment.

Duration: 77 minutes.

Resources needed for this session:

Pencils, sharpener, erasers, ruler, self-regulation scales, academic self-concept scales.

Session Plan:

	Activity	**Duration**
1	Teacher welcomes students	5 minutes
2	Administer academic self- concept scales (Scales 1 and 2)	40 minutes
3	Administer self-regulation scales (Scales 3 and 4)	30 minutes
4	Closure	2 minutes
Total		77 minutes

Week one/ Session (1)

Introduction to the intervention programme

Topic of session: Introduction to the intervention programme

Duration: 50 minutes.

Resources needed for this session:

Pencils, sharpener, erasers, rulers, blackboard, written what is making our group special, written the golden rules, small box, the rules, sheet of papers, attendance sheet, stop watch and (blackboard and markers for writing the rules).

Learning outcomes for students:

1. Students will be able to practise the benefits of working as a team, such as turn-taking and listening.
2. Students with SpLD will be able to encourage attending and participating in all sessions.
3. Students will be able to explain why they are selected for this study.
4. Students will be able to understand the meaning and importance of research.
5. Students will be able to understand the golden rules for group work.
6. Students will be able to know what makes their group special.

Session plan:

	Activity	**Duration**
1	Researcher welcomes students	10 minutes
2	Explain why children are selected for programme	4 minutes
3	Explain nature of intervention programme	6 minutes
4	Divide students into two small groups and select a leader.	6 minutes
5	Encourage importance of attending all sessions Explain procedure of awarding of prizes	4 minutes
6	Explain what is making this group special	7 minutes
7	Explain golden rules for the group	10 minutes
8	Closure	3 minutes

Total		50 minutes

Week one / session (1)

Topic: *Introduction to the intervention programme*

Reflection for group leader (evaluation of this session)

What went well?

What did not go well?

What could be done to improve this session in the future?

Reflection for next session.

Week one /session (2)

Problem-solving I

Topic of session: Problem-solving I.

Duration: 50 minutes.

Resources needed for this session:

Pencils, sharpeners, erasers, rulers, markers, scissors, glue, tape, a paper outlining the problem-solving steps, blackboard, stop watch, two posters (information sheet) for problem-solving definition and steps, practise sheet and example sheet for a problem.

Learning outcomes for students:

1. Students will be able to define the meaning of problem-solving.
2. Students will learn to follow the steps for problem-solving.
3. Students will be able to understand the importance of seeking information and discussing with others to solve a problem.
4. Students will be able to experience the benefits of working as a team, such as turn-taking and listening.
5. Students will learn to recognize the importance of using a problem-solving strategy to improve their academic outcomes.

Session plan:

	Activity	**Duration**
1	Welcome	2 minutes
2	Define problem solving	6 minutes
3	Problem solving steps	11 minutes
4	Activity related to problem solving steps	12 minutes
5	Group discussion about how to solve problems	17 minutes
6	Closure	2 minutes
Total		50 minutes

Week one / session (2)

Topic: Problem-Solving I

Reflection for group leader (evaluation of this session)

What went well?

What did not go well?

What could be done to improve this session in the future?

Reflection for next session.

Week two /session (3)

Problem-solving II

Topic of session: Problem Solving II.

Duration: 50 minutes.

Resources needed for this session:

Pencils, sharpener, erasers, ruler, marker, tape, blackboard, stop watch, blackboard with problem-solving steps on it, different sizes of shapes of different colours, plastic cover and practise sheet.

Learning outcomes for students:

1. Students will be able to recognize the importance of seeking information and asking others to solve a problem.
2. Students will learn to experience the benefits of working as a team, such as turn-taking and listening.
3. Students will be able to know the importance of using a problem-solving strategy to improve their academic outcomes.
4. Students will be able practise using problem-solving steps to solve (academic and non- academic) problems.

Session plan:

	Activity	**Duration**
1	Welcome	1 minutes
2	Remind students about the problem solving steps	3 minutes
3	Group discussion about how to solve problems	30 minutes
4	Solving a problem Activity	15 minutes
5	Closure	1 minutes
Total		50 minutes

Week two/ Session (3)

Topic: Problem – Solving II

Reflection for group leader (evaluation of this session)

What went well?

What did not do well?

What could be done to improve this session in the future?

Reflection for next session.

Week two /session (4)

Problem-solving III

Topic of session: Problem-solving III.

Duration: 50 minutes.

Resources needed for this session:

Pencils, sharpener, erasers, ruler, marker, tape, blackboard, stop watch, blackboard with problem solving steps on it, set of numbers from 1-40, plastic cover, example sheet for a problem, Activity sheet and home worksheet.

Learning outcomes for students:

1. Students will be able to practise the importance of seeking information and discuss with others to solve a problem.
2. Students will be able to experience the benefits of working as a team, such as turn-taking and listening.
3. Students will learn to recognize the importance of using a problem-solving strategy to improve their academic outcomes.
4. Students will be able to use the problem-solving steps to solve problems.

Session plan:

	Activity	**Duration**
1	Welcome	1 minutes
2	Remind students about problem-solving steps	3 minutes
3	Arrange Activity	15 minutes
4	Group discussion about the problem solving example	13 minutes
5	Problem-solving Activity	17 minutes
6	Closure	1 minutes
Total		50 minutes

Week two/ Session (4)

Topic: Problem – Solving III

Reflection for group leader (evaluation of this session)

What went well?

What did not go well?

What could be done to improve this session in the future?

Reflection for next session.

Week Three/session (5)

Self-reinforcement I

Topic of session: Self-reinforcement I.

Duration: 50 minutes.

Resources needed for this session:

Pencils, sharpener, erasers, ruler, stop watch, scissors, marker, tape, blackboard, problem solving steps blackboard, poster (infromation sheet) (one with definition), practise sheet, discussion sheet and set of pictures.

Learning outcomes for students:

1. Students will be able to practise the benefits of working as a team, such as turn-taking and listening.
2. Students will learn to define the meaning of self-reinforcement.
3. Students will be able to practise the importance of using a self-reinforcement strategy to improve their academic outcomes.
4. Students will learn to compare the difference between visible and invisible self-reinforcement and when/how can they use them.

Session plan:

	Activity	**Duration**
1	Welcome	2 minutes
2	Remind students about the first strategy and solve the problem in the homework sheet	8 minutes
3	Define self-reinforcement	8 minutes
4	Activity related to self-reinforcement	13 minutes
5	Group discussion about two sentences	17 minutes
6	Closure	2 minutes
Total		50 minutes

Week Three / Session (5)

Topic: Self-reinforcement I

Reflection for group leader (evaluation of this session)

What went well?

What did not go well?

What could be done to improve this session in the future?

Reflection for next session.

Week Three/session (6)

Self-reinforcement II

Topic of session: Self-reinforcement II.

Duration: 50 minutes.

Resources needed for this session:

Pencils, sharpener, erasers, ruler, scissors, marker, stop watch, tape, blackboard, poster (infromation sheet) with when/how can we reinforce ourselves and self-reinforcement definition, practise sheet, towels, empty box and 10 pieces of plastic (spoons, plates, cups and fork).

Learning outcomes for students:

1. Students will be able to practise the benefits of working as a team, such as turn-taking and listening.
2. Students will be able to experience the importance of using a self-reinforcement strategy to improve their academic outcomes.
3. Students will learn to implement visible and invisible self-reinforcement in real life.
4. Students will learn to use self-reinforcement strategy in an academic setting.

Session plan:

	Activity	**Duration**
1	Welcome	4 minutes
2	When/how can we reinforce ourselves	8 minutes
3	Practise sheet related to when/how we can reinforce ourselves	16 minutes
4	Self-reinforcement activity	20 minutes
5	Closure	2 minutes
Total		50 minutes

Week Three / Session (6)

Topic: Self-reinforcement II

Reflection for group leader (evaluation of this session)

What went well?

What did not go well?

What could be done to improve this session in the future?

Reflection for next session.

Week Four/session (7)

Self-reinforcement III

Topic of session: Self-reinforcement III.

Duration: 50 minutes.

Resources needed for this session:

Pencils, sharpener, erasers, ruler, stop watch, calculators, scissors, marker, tape, blackboard, poster (infromation sheet) with when/how can we reinforce ourselves and self-reinforcement definition, 5 cans each containing 12 colours, practise sheet homework sheet and word game related to self-reinforcement.

Learning outcomes for students:

1. Students will be able to practise the benefits of working as a team, such as turn-taking and listening.
2. Students will be able to experience the importance of using a self-reinforcement strategy to improve their academic outcomes.
3. Students will learn to practise using visible and invisible self-reinforcement in real life.
4. Students will be able to implement the use of self-reinforcement in academic situations.

Session plan:

	Activity	**Duration**
1	Welcome	4 minutes
2	Activity related to self-reinforcement	15minutes
3	Practise sheet (Academic setting)	14 minutes
4	Word game related to self-reinforcement	15 minutes
5	Closure	2 minutes
Total		50 minutes

Week Four / Session (7)

Topic: Self-reinforcement III

Reflection for group leader (evaluation of this session)

What went well?

What did not go well?

What could be done to improve this session in the future?

Reflection for next session.

Week Four/session (8)

Self-evaluation I

Topic of session: Self–evaluation I.

Duration: 50 minutes.

Resource needs for this session:

Pencils, sharpener, erasers, ruler, scissors, marker, tape, stopwatch, blackboard, poster (information sheet) with self-evaluation definition and how a person can evaluate his/her performance and practise sheet related to how students can evaluate their work.

Learning outcomes for students:

1. Students will be able to describe the benefits of working as a team, such as turn-taking and listening.
2. Students will be able to recognise the importance of a self-evaluation strategy to improve their academic outcomes.
3. Students will be able to explain the meaning of self-evaluation.
4. Students will be able to evaluate certain Activities.
5. Students will learn to the meanings of checklist, strength, mistake and identify solutions.

Session plan:

	Activity	**Duration**
1	Welcome and solve the homework sheet	6 minutes
2	Definition of self-evaluation	6 minutes
3	How students evaluate themselves	7 minutes
4	Activity	27 Minutes
5	Closure	4 minutes
Total		50 minutes

Week Four / Session (8)

Topic: Self-evaluation I

Reflection for group leader (evaluation of this session)

What went well?

What did not go well?

What could be done to improve this session in the future?

Reflection for next session.

Week Five/session (9)

Self-evaluation II

Topic of session: Self-evaluation II.

Duration: 50 minutes.

Resource needs for this session:

Pencils, sharpener, erasers, ruler, scissors, stopwatch, marker, tape, blackboard, blackboard with how a person can evaluate his/her performance, slices of cheese, bread, tomato, lettuce, ketchup, knive, spoon, plate, finish card, practise sheet, example sheets.

Learning outcomes for students:

1. Students will be able to describe the benefits of working as a team, such as turn-taking and listening.
2. Students will be able to recognise the importance of a self-evaluation strategy to improve their academic outcomes.
3. Students will learn to explain the meaning of self-evaluation.
4. Students will be able to evaluate certain Activities.
5. Students will practise doing a checklist related to activity requirements.
6. Students will create some solutions to overcome the mistakes.

Session plan:

	Activity	**Duration**
1	Welcome	3 minutes
2	Activity related to self-evaluation	17 minutes
3	School-based example for self-evaluation	28 minutes
4	Closure	2 minutes
Total		50 minutes

Week Five / Session (9)

Topic: Self-evaluation II

Reflection for group leader (evaluation of this session)

What went well?

What did not go well?

What could be done to improve this session in the future?

Reflection for next session.

Week Five/session (10)

Self-evaluation III

Topic of session: Self-evaluation III.

Duration: 50 minutes.

Resource needs for this session:

Pencils, sharpener, erasers, ruler, scissors, marker, tape, stopwatch, 2 tray, 2 teapots, 12 teaspoons, 2 sugar bowl, 10 cups of tea, 12 biscuits, 12 forks, 10 pieces of cake, 2 dishes, blackboard, blackboard with how a person can evaluate his/her performance, practise sheet, example sheet, homework sheet and evaluation sheet.

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Learning outcomes for students:

1. Students will be able to describe the benefits of working as a team, such as listening and turn-taking.
2. Students will be able to recognise the importance of a self-evaluation strategy to improve their academic outcomes.
3. Students will be able to explain the meaning of self-evaluation.
4. Students will be able to evaluate certain Activities.
5. Students will learn how to do a checklist related to activity requirements.
6. Students will be able to create some solutions to overcome the mistakes.

Session plan:

	Activity	**Duration**
1	Welcome	3 minutes
2	Activity related to self-evaluation	17 minutes
3	School-based example for self-evaluation	14 minutes
4	Self-evaluation related to school work	14 minutes
5	Closure	2 minutes
Total		50 minutes

Week Five/ Session (10)

Topic: Self-evaluation III

Reflection for group leader (evaluation of this session)

What went well?

What did not go well?

What could be done to improve this session in the future?

Reflection for next session.

Week Six /session (11)

Planning I

Topic of session: Planning I.

Duration: 50 minutes.

Resource needs for this session:

Pencils, sharpener, erasers, ruler, scissors, marker, tape, stopwatch, chalk, blackboard, blackboard with planning definition, Activity sheet, example sheet, shopping map, picture of supermarket entrance and cashier, real things which are (carrot, onion, garlic, lettuce, cucumber, banana, orange, grapes, strawberry, rice, tuna, bread, spaghetti, biscuit, pen, pencil, notebook, eraser , file, t-shirt, hat, pairs of shoes and socks).

Learning outcomes for students:

2. Students will be able to describe the benefits of working as a team such as listening and turn-taking.
2. Students will be able to recognise the importance of a planning to improve their academic outcomes.
3. Students will be able to explain the meaning of planning.
4. Students will be able to practise using planning in real life situations.

Session plan:

	Activity	**Duration**
1	Welcome and solve the self-evaluation homework	9 minutes
2	Definition of planning	7 minutes
3	Planning Activity	17minutes
4	Example of planning	15 minutes
5	Closure	2 minutes
Total		50 minutes

Week Six / Session (11)

Topic: Planning I

Reflection for group leader (evaluation of this session)

What went well?

What did not go well?

What could be done to improve this session in the future?

Reflection for next session.

Week Six/session (12)

Planning II

Topic of session: Planning II.

Duration: 50 minutes.

Resource needs for this session:

Pencils, sharpener, erasers, ruler, stopwatch, scissors, marker, tape, blank paper, chalk, blackboard, blackboard with planning definition, example sheet, daily class schedule; box containing party equipment (4balloons, tape, 3 shiny decorations, table cover, cups, juice, plates, cakes, forks, chip and scissors) and Activity sheet.

Learning outcomes for students:

1. Students will be able to describe the benefits of working as a team, such as turn-taking and listening.
2. Students will be able to recognise the importance of a planning strategy to improve their academic outcomes.
3. Students will learn to reflect on the meaning of planning.
4. Students will be able to give examples of planning in their life.
5. Students will be able to practise using planning in real life situations.

Session plan:

	Activity	**Duration**
1	Welcome	2 minutes
2	Reminder of planning steps	3 minutes
3	Example of planning from real life	7 minutes
4	Example of planning	18 minutes
5	Planning activity	18 minutes
6	Closure	2 minutes
Total		50 minutes

Week Six / Session (12)

Topic: Planning II

Reflection for group leader (evaluation of this session)

What went well?

What did not go well?

What could be done to improve this session in the future?

Reflection for next session.

Week Seven /session (13)

Planning III

Topic of session: Planning III.

Duration: 50 minutes.

Resource needs for this session:

Pencils, sharpener, erasers, ruler, scissors, marker, tape, stopwatch, blank paper, chalk, blackboard, blackboard with planning definition, activity sheet on cooking, student test results, example sheet of Individual Education Plan IEP, planning activity and homework sheet.

Learning outcomes for students:

1. Students will be able to describe the benefits of working as a team, such as listening and turn-taking.
2. Students will be able to recognise the importance of a planning strategy to improve their academic outcomes.
3. Students will be able to explain the meaning of planning.
4. Students will be able to comprehend the importance of planning in their lives.
5. Students will be able to understand the benefits of Individual Education Plan (IEP).
6. Students will be able to discover the difference before and after attending planning sessions on the important of planning in our life.

Session plan:

	Activity	**Duration**
1	Welcome	2 minutes
2	Planning for cooking	15 minutes
3	Planning IEP	25 minutes
4	Planning activity	6 minutes
5	Closure	2 minutes
Total		50 minutes

Week Seven / Session (13)

Topic: Planning III

Reflection for group leader (evaluation of this session)

What went well?

What did not go well?

What could be done to improve this session in the future?

Reflection for next session.

Week Seven /session (14)

Decision- making I

Topic of session: Decision-making I.

Duration: 50 minutes.

Resource needs for this session:

Pencils, sharpener, erasers, marker, tape, stopwatch, chalk, blackboard, blackboard with planning and decision- making definitions, blackboard showing the differences between choice-making and decision making, activity sheet and checklist sheet.

Learning outcomes for students:

1. Students will be able to describe the benefits of working as a team, such as turn-taking and listening.
2. Students will be able to recognise the importance of a decision-making strategy to improve their academic outcomes.
3. Students will be able to explain the meaning of decision- making.
4. Students will be able to compare the differences between choice-making and decision-making.
5. Students will be able to solve some examples related to choice-making and decision-making.

Session plan:

	Activity	**Duration**
1	Welcome and solve the homework sheet for planning.	9 minutes
2	Decision-making definition.	5 minutes
3	Difference between choice and decision-making.	8 minutes
4	Activity related to the difference between choice and decision- making.	16 minutes
5	Checklist activity for the difference between choice and decision- making.	10 minutes
6	Closure	2 minutes
Total		50 minutes

Week Seven / Session (14)

Topic: Decision-making I

Reflection for group leader (evaluation of this session)

What went well?

What did not go well?

What could be done to improve this session in the future?

Reflection for next session.

Week Eight /session (15)

Decision-making II

Topic of session: Decision-making II.

Duration: 50 minutes.

Resource needs for this session:

Pencils, sharpener, erasers, marker, tape, stop watch, chalk, blackboard, colours, Poster (information sheet) with decision- making steps, decision-making activity sheet and activity sheet related to decision-making steps.

Learning outcomes for students:

5. Students will be able to practise the benefits of working as a team, such as listening and turn-taking.
6. Students will be able to recognize the importance of the decision-making strategy to improve their academic outcomes.
7. Students will be able to describe the steps of decision-making.
8. Students will learn to follow the decision-making steps to make a decision.

Session plan:

	Activity	**Duration**
1	Welcome	3 minutes
2	Decision-making steps	10 minutes
3	Decision-making activity	25 minutes
4	Activity sheet related to decision-making steps	10 minutes
6	Closure	2 minutes
Total		50 minutes

Week Eight / Session (15)

Topic: Decision-making II

Reflection for group leader (evaluation of this session)

What went well?

What did not go well?

What could be done to improve this session in the future?

Reflection for next session.

Week Eight /session (16)

Decision-making III

Topic of session: Decision-making III.

Duration: 50 minutes.

Resource needs for this session:

Pencils, sharpener, erasers, marker, tape, chalk, blackboard, stop watch, colours, Poster (infromation sheet) with decision- making steps, decision-making activity , decision-making and choice-making sheet, homework sheet and example sheet of decision-making.

Learning outcomes for students:

1. Students will be able to practise the benefits of working as a team, such as listening and turn-taking.
2. Students will learn to recognize the importance of a decision-making strategy to improve their academic outcomes.
3. Students will be able to tell the differences between decision-making and choice-making.
4. Students will learn to use the decision-making steps to make a decision.

Session plan:

	Activity	**Duration**
1	Welcome	2 minutes
2	Decision-making activity	15 minutes
3	Choice-making and decision-making sheet	12 minutes
4	Example sheet of decision-making	18 minutes
5	Closure	3 minutes
Total		50 minutes

Week Eight / Session (16)

Topic: Decision-making III

Reflection for group leader (evaluation of this session)

What went well?

What did not go well?

What could be done to improve this session in the future?

Reflection for next session.

Week Nine / Session (17)

Conclusion to the intervention programme

Topic of session: Conclusion to the intervention programme.

Duration: 50 minutes.

Resource needs for this session:

Pencils, sharpener, red pen, erasers, stop watch, ruler, Discussion sheet, Practise sheet related to self-regulation strategies, Activity Sheet with important information of the five strategies, colours, certificates and prizes.

Learning outcomes for students:

1. Students will be able to recognize the five strategies of self-regulation.
2. Students will be able to summaries each strategy steps or information about a strategy.
3. Students will encourage using the five self-regulation strategies in life.
4. Students will learn through practise the benefits of working as a team, such as listening and turn-taking.
5. Students will be able to understand the importance of self-regulation strategies to improve their academic outcomes.
6. Students will be able to discuss the importance of self-regulation strategies in their life.

Session plan:

	Activity	**Duration**
1	Welcome and answer the questions in the homework sheet.	8 minutes
2	Practise sheet related to study's skills strategies.	4 minutes
3	Activity sheet about the important information of the five strategies.	12 minutes
4	Discussion with students related to the intervention programme.	15 minutes
5	Reward students	9 minutes

6	Closure	2 minutes
Total		50 minutes

Week Nine / Session (17)

Topic: Conclusion to the intervention programme

Reflection for group leader (evaluation of this session)

What went well?

What did not go well?

What could be done to improve this session in the future?

Reflection for next session.

Post- intervention assessment.

Topic of session: post-intervention assessment.

Duration: 73 minutes.

Resources needed for this session:

Pencils, sharpener, erasers, ruler, self-regulation scales, academic self-concept scales.

Session plan:

	Activity	**Duration**
1	Researcher welcomes students	2 minutes
2	Administer Academic Self- concept Scales (Scales 1 and 2)	40 minutes
3	Administer self-regulation scales (Scales 3 and 4)	30 minute
4	Closure	1minutes
Total		73 minutes

List of key abbreviations for current study

Abbreviation	Explanation
SEN	Special Education Needs
LD	Learning Difficulties
NLD	Without Learning Difficulties
EFA	Exploratory Factor Analysis
CFA	Confirmatory Factor Analysis
SRS	Self-regulation Scale
SSLS	Self-efficacy for Self-regulated Learning Scale
ASC	Academic Self-concept Scale
MALS	Myself-As-A-Lerner Scale
LCS	Locus of Control Scale

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