

# 2011 WSPA Fall Convention

## Understanding the nature and application of self-regulation in school contexts: A process and cyclical perspective

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### Objectives of the workshop

During this workshop I will accomplish the following objectives:

- To provide an overview of self-regulation learning (SRL) theory and to underscore the nature and importance of conceptualizing self-regulation as a cyclical process
- To examine the nature of casual attributions and its role in promoting student empowerment and motivation
- To discuss practical tips and strategies that school psychologists and educators can use to enhance student cycles of regulatory thought and action
- To introduce school psychologists to an alternative method for assessing self-regulation called SRL microanalysis

### Bio

Timothy J. Cleary is an Associate Professor and Training Director of the School Psychology program at the University of Wisconsin-Milwaukee. Professor Cleary's primary areas of research and professional interest include the development and evaluation of self-regulation/motivation assessment tools and intervention programs applied to academic, athletic, and clinical contexts. He has developed an innovative assessment technique called Self-Regulated Learning (SRL) Microanalysis as well as a tutoring intervention program to enhance students' strategic skills and academic achievement (Self-Regulation Empowerment Program (SREP)). Dr. Cleary has also explored current trends in school psychology assessment, intervention, and consultation practices and has engaged in national and international consultation activities to improve educational and clinical practices of teachers, school psychologists and medical education professionals.