



Using the Self-Determined Learning Model of Instruction to Teach Goal Attainment

What is the level of evidence?

- This is an evidence-based practice for **students with disabilities** based on four methodologically sound group studies and four methodologically sound single-case studies across 531 participants conducted by at least three different research groups in three different geographic locations.
- This is an evidence-based practice for **intellectual disabilities** based on three methodologically sound group studies and three methodologically sound single-case studies across 164 participants conducted by at least three different research groups in three different geographic locations.
- This is a research-based practice for students with **autism** based on two methodologically sound group studies across three participants with autism.
- This is a research-based practice for students with **learning disabilities** based on three methodologically sound group studies across 435 participants with learning disabilities.

Where is the best place to find out how to do this practice?

The best place to find out how to implement the SDLMI is through the following research to practice lesson plan starter:

- [SDLMI to Teach Goal Setting and Problem Solving \(Coffe & Ray-Subramanian, 2009; Wehmeyer & Palmer, 2000\)](#)

With whom was it implemented?

- Students with
 - **ADHD (1 study, n=2)**
 - **autism (2 studies, n=3)**
 - **emotional and behavioral disabilities (1 study, n=2)**
 - **learning disabilities (3 studies, n=435)**
 - **other health impairment (1 study, n=1)**

- intellectual disabilities (6 studies, n=164)
- At risk for emotional disabilities (1 study, n=4)
- Ages ranged from 10 to 20
- Males (n=301), females (n=230)
- Ethnicity
 - White (n=262)
 - Hispanic (n=115)
 - African-American (n=115)
 - Native-American/Alaskan Native (n=2)
 - Asian/Pacific Islander (n=14)
 - Other (n=8)
 - Not identified (n=18)

What is the practice?

The *Self-Determined Learning Model of Instruction (SDLMI)* is a curriculum that teaches students to engage in self-directed and self-regulated learning.

The curriculum is comprised of three units:

1. Set a goal
2. Take action
3. Adjust goal or plan

Students are required to solve the problems through a series of four steps:

1. Identify the problem
2. Identify potential solutions to the problem
3. Identify barriers to solving the problem
4. Identify consequences of each solution

Each question is linked to a set of Teacher Objectives that describe the student outcomes for each question. Each phase includes a list of Educational Supports that teachers can implement to enable students to engage in self-directed learning.

How has the practice been implemented?

- The SDLMI has been used to teach students to attain academic goals (Agran, Wehmeyer, Cavin, & Palmer, 2010; Agran, Wehmeyer, Cavin, & Palmer, 2008; Kim & Park, 2012; Lee, Wehmeyer, Palmer, Soukup, & Little, 2008).
- The SDLMI has been used to teach students to attain daily living and employment goals (McGlashing-Johnson, Agran, Sitlington, Cavin, & Wehmeyer, 2003)

- The SDLMI has been adapted and used as computer-assisted instruction to teach students to increase knowledge of SDLMI process and improve disruptive behavior (Mazzotti, Test, & Wood, 2012).
- The SDLMI has been used to help students increase self-determination skills (Shogren, Palmer, Wehmeyer, Williams-Diehm, & Little, 2012; Wehmeyer, Shogren, Palmer, Williams-Diehm, Little, & Boulton, 2013).

Where has it been implemented?

- High school (5 studies)
- College Campus (1 study)
- Middle School (2 studies)

How does this practice relate to Common Core Standards?

- Presentation of Knowledge and Ideas (Anchor Standards for Speaking and Listening, Grades 9-12)
 - Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
- Comprehension and Collaboration (Anchor Standards for Speaking and Listening, Grades 9-12)
 - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

How does this practice relate to the State's Career Cluster Initiative: Essential Knowledge and Skills?

- Employ critical thinking skills independently and in teams to solve problems and make decisions (Problem Solving and Critical Thinking)
 - Use structured problem-solving methods when developing proposals and solutions
- Employ teamwork skills to achieve collective goals and use team members' talents effectively (Leadership and Teamwork)
- Develop a personal career plan to meet career goals and objectives. (Employability and Career Development)

References used to establish this evidence base:

Agran, M., Wehmeyer, M. L., Cavin, M., & Palmer, S. (2010). Promoting active engagement in the general education classroom and access to the general education curriculum for students with cognitive disabilities. *Education and Training in Autism and Developmental Disabilities, 45*, 163-174

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- Mazzotti, V.L., Test, D. W., & Wood, C. L. (2012). Effects of multimedia goal setting instruction on students' knowledge of the self-determined learning model of instruction and disruptive behavior. *Journal of Positive Behavior Interventions, 15*, 90-102.
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- Wehmeyer, M. L., Shogren, K. A., Palmer, S. B., Williams-Diehm, K. L., Little, T. D., & Boulton, A. (2013). The impact of the self-determined learning model of instruction on student self-determination. *Exceptional Children, 78*, 135-153.

Additional References:

- Palmer, S. B., & Wehmeyer, M. L. A Teacher's Guide to Implementing the Self-Determined Learning Model of Instruction: Early Elementary Version. Retrieved http://www.beachcenter.org/resource_library/beach_resource_detail_page.aspx?Type=book&intResourceID=2599.

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