

Self-Determined Learning Model of Instruction (SDLMI)






Being self-determined
means acting or
causing things to
happen in your life.



Skills of Self-Determined Action

- Choice-making
- Decision-making
- Problem-solving
- Goal-setting and attainment
- Self-management
- Self-advocacy
- Self-awareness
- Self-knowledge

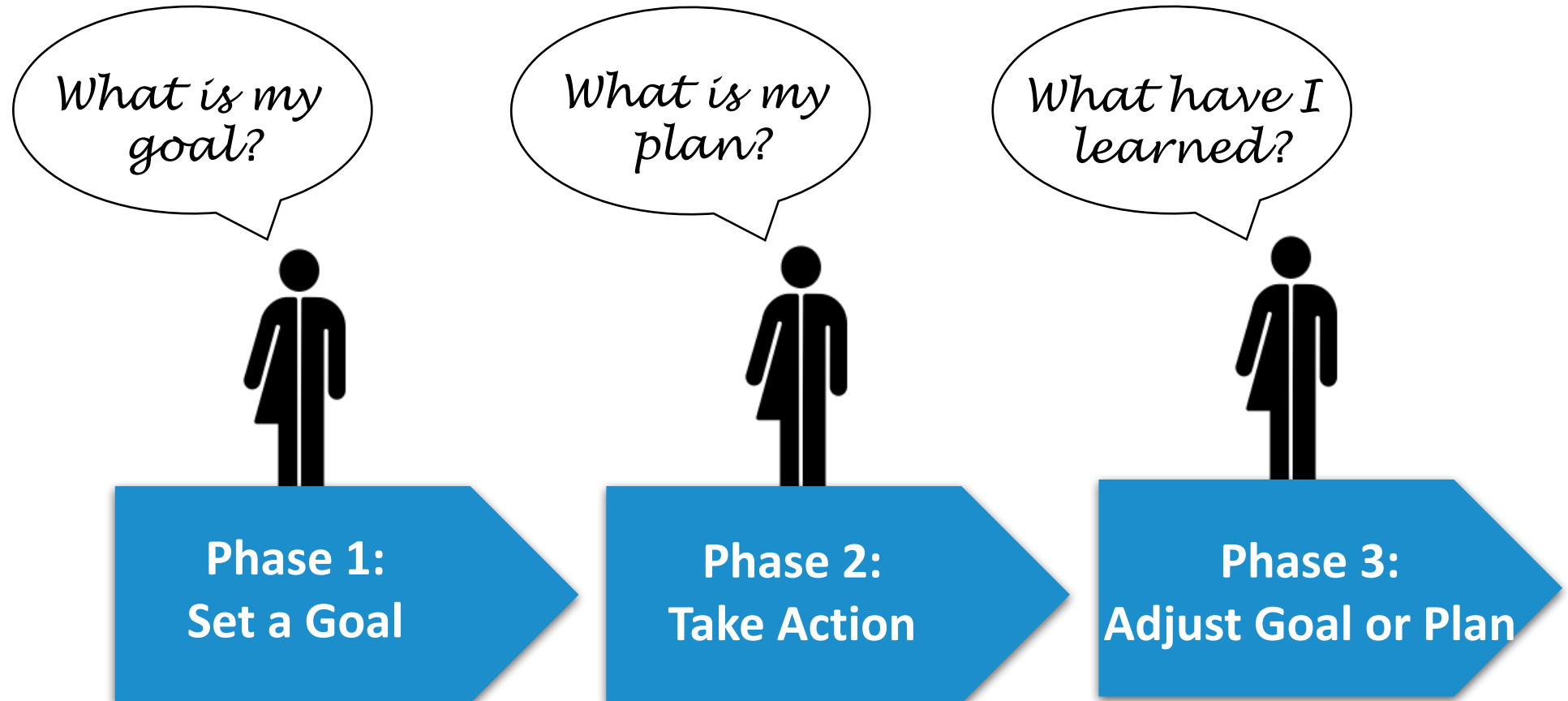


**How many of your
students would
benefit from
improving in one or
more of these areas?**

Teaching model that **enables students** to use a problem solving, goal-setting strategy to:

- Make **choices** and **decisions**
- Develop action **plans** for academic goals
- **Self-monitor** and **self-evaluate** progress toward goals

WHAT?

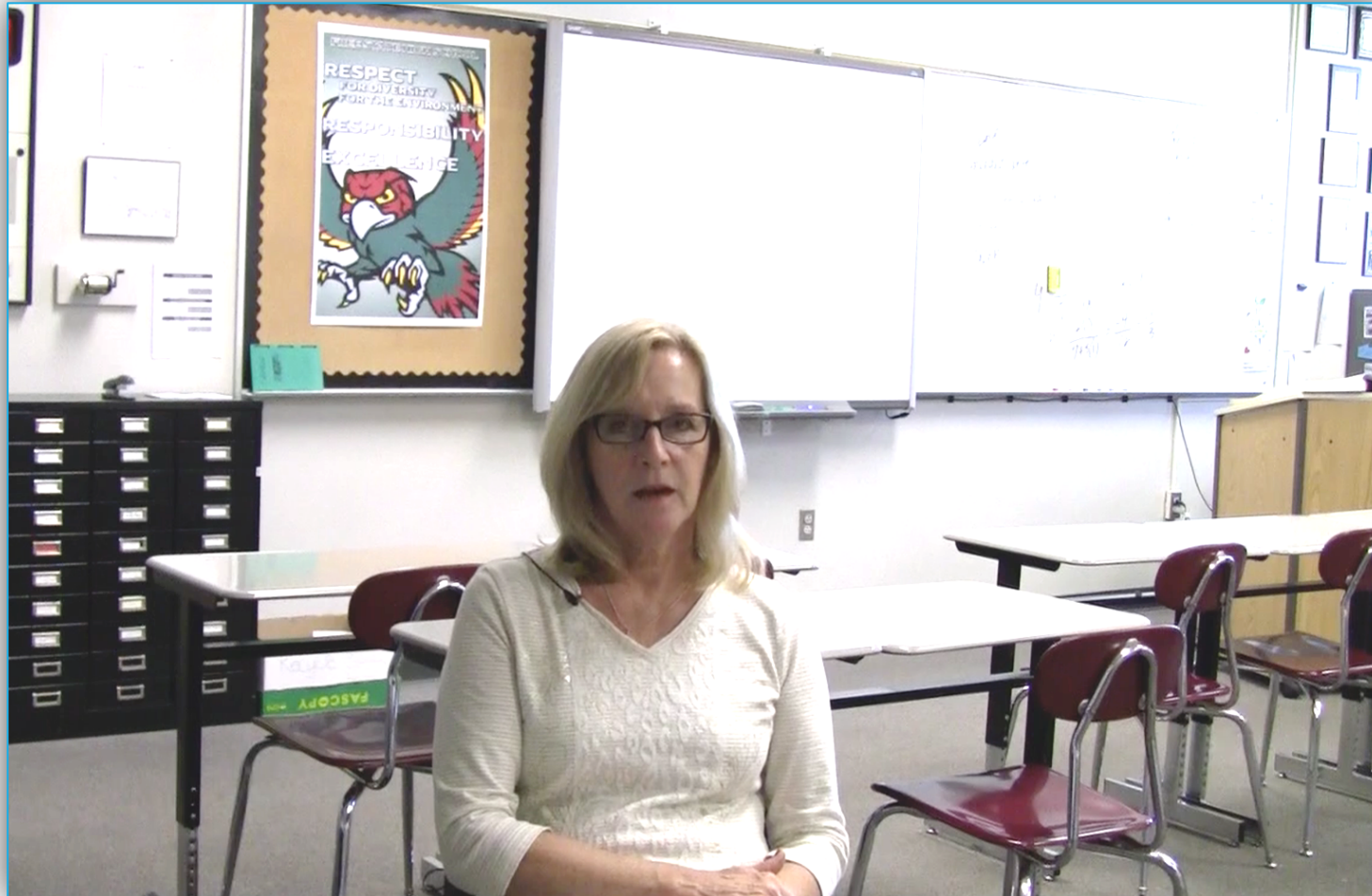


WHY?



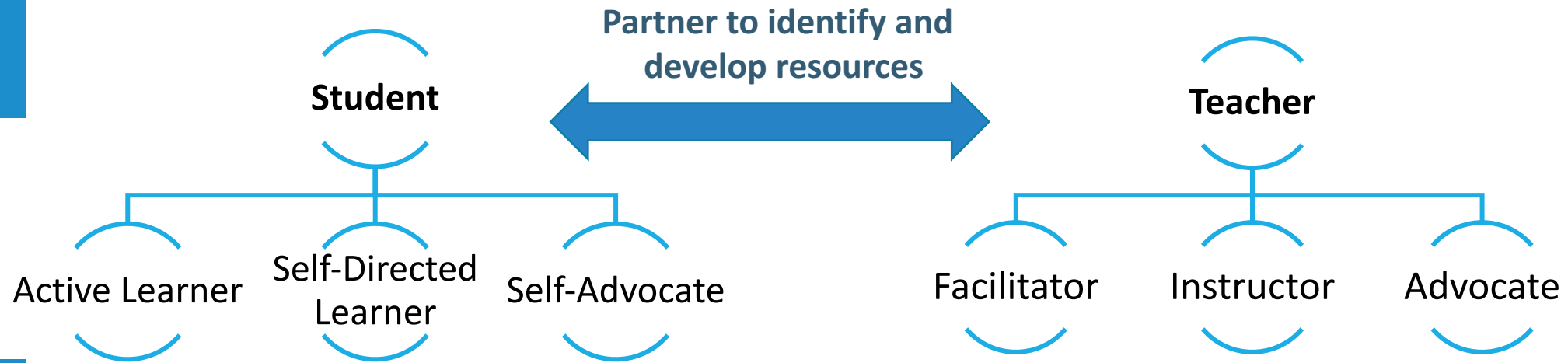
- Evidence-based, valid means of teaching students to set educationally-relevant goals
- Promotes:
 - Self-determination
 - Problem solving skills
 - Goal-setting skills
- Enhances motivation by incorporating some degree of choice in setting and planning actions to reach goals

How Does Using the SDLMI Impact Student Outcomes?

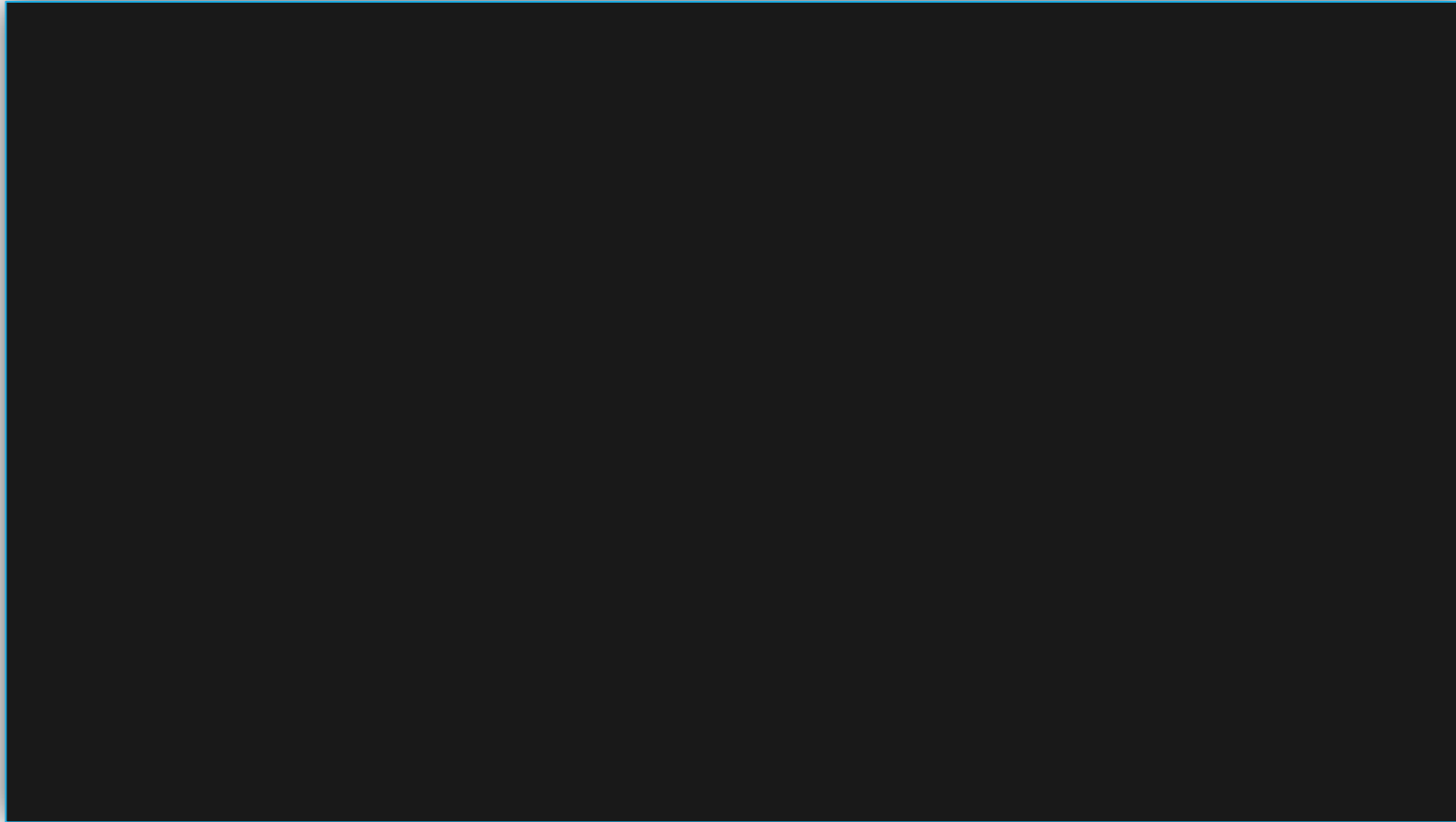


(Raley, Shogren, & McDonald, 2017)

WHO?



Roles within the SDLMI



- ...in variety of settings, for variety of goal areas
 - General education classroom
 - Community settings (e.g., community center)
- Overlay model on to activities (e.g., class assignment or project)
- Support goal-setting of self-selected goals

WHERE?



WHOLE- CLASS SDLMI

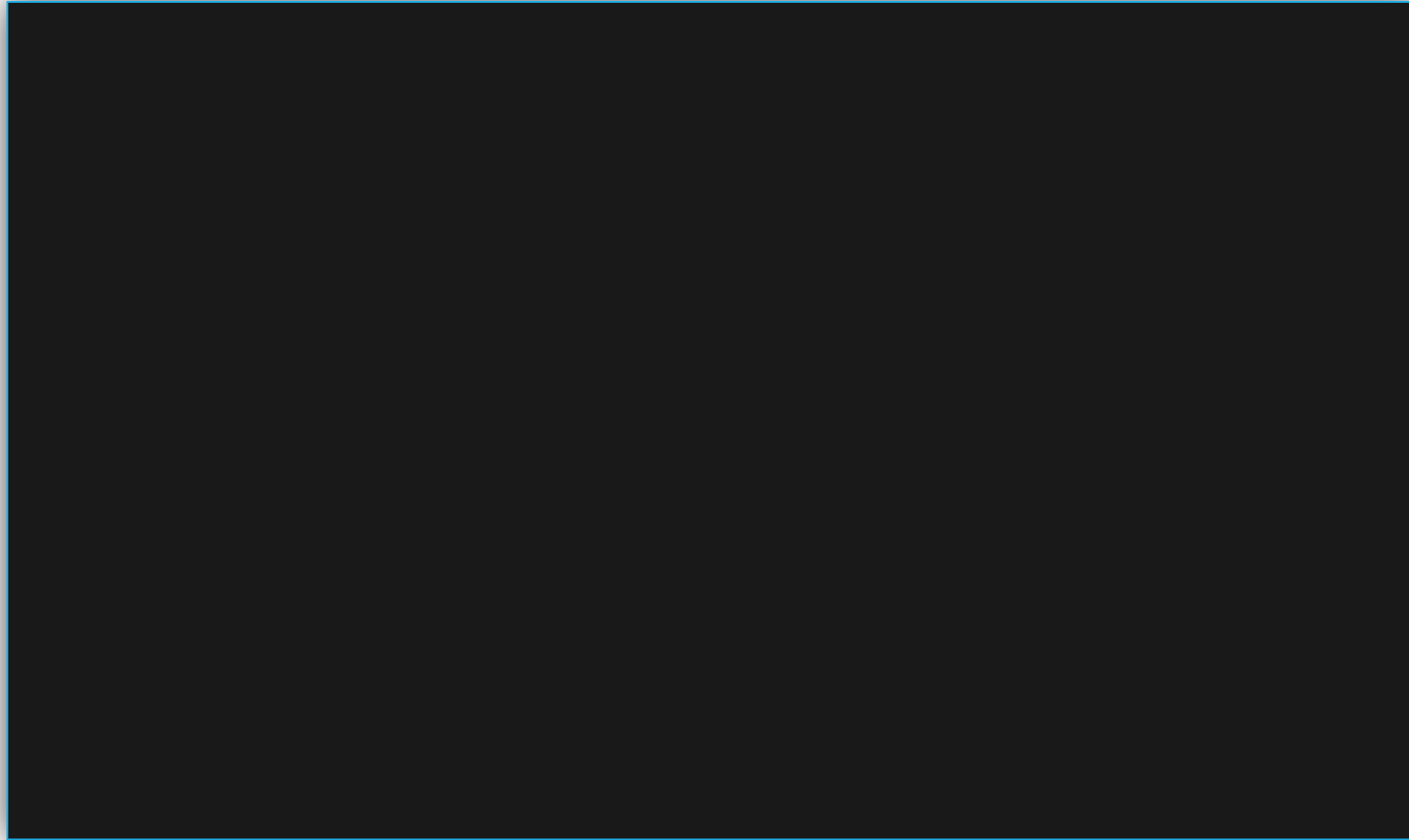
- How the SDLMI be implemented with a whole-class in a general education setting?
 - ✓ Teachers can embed **15-minute lessons twice a week** on skills on how to identify a goal, how to solve problems, etc.
- What kinds of goals do students set?
 - Building content-specific skills (e.g., English skills)
 - Being prepared for class
 - Improving transition-related skills (e.g., employment, community participation)
- Do teachers have to explicitly teach the SDLMI outside of their regular instruction?
 - ✓ Students should work towards goals during regular instruction and monitor their own progress.
 - ✓ Teachers support students, but students self-direct the process.

How Has the SDLMI Changed Your Teaching in a General Education Setting?



(Raley, Shogren, & McDonald, 2017)

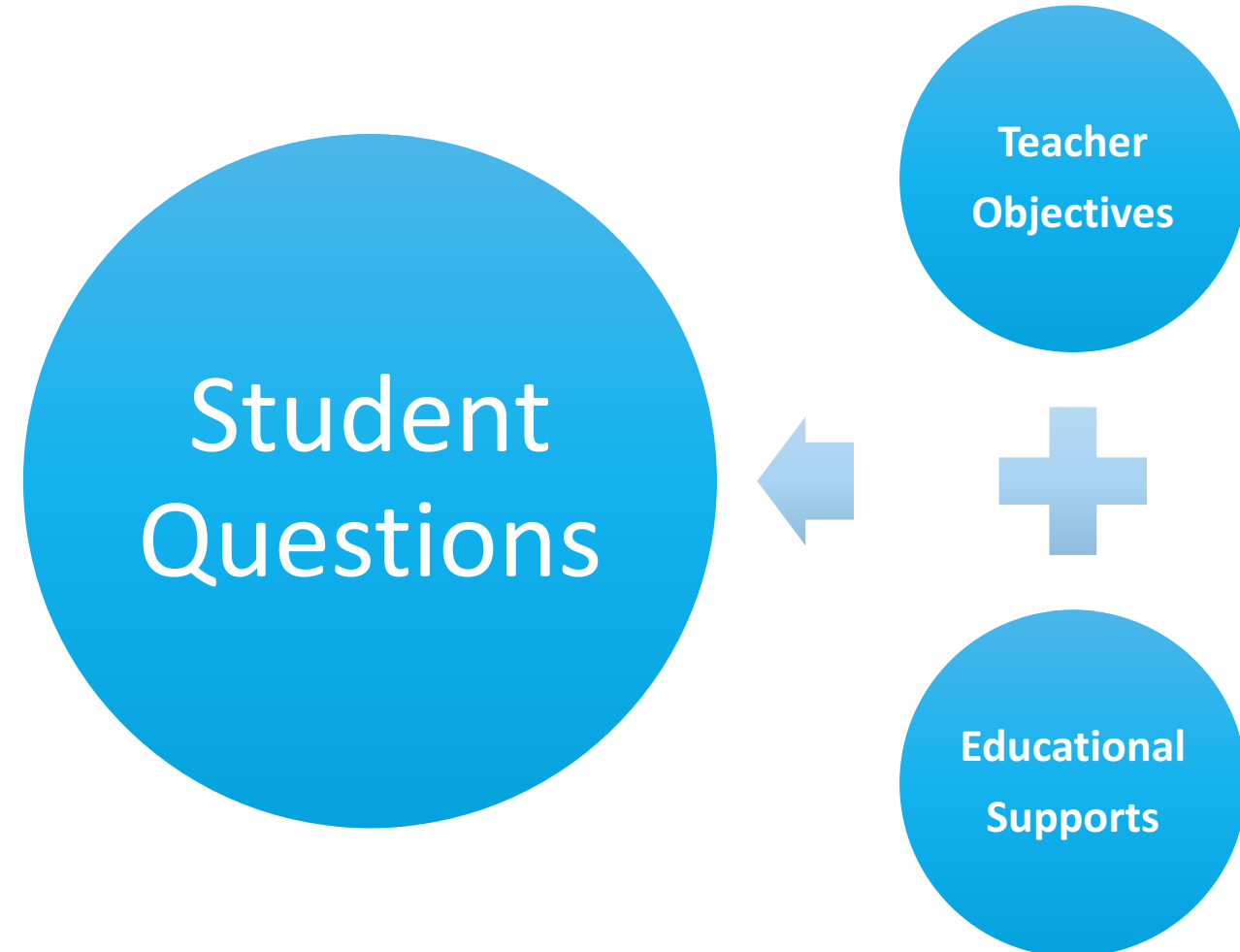
Examples of Settings



Framework

Each phase has three components:

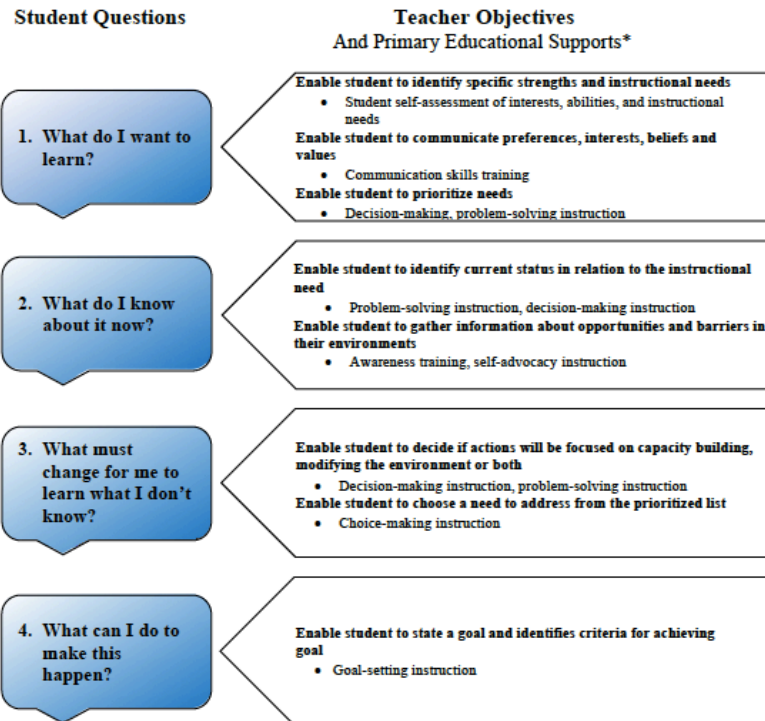
1. Student Questions
2. Teacher Objectives
3. Educational Supports



Phases of the SDLMI

Phase 1: Set a Goal

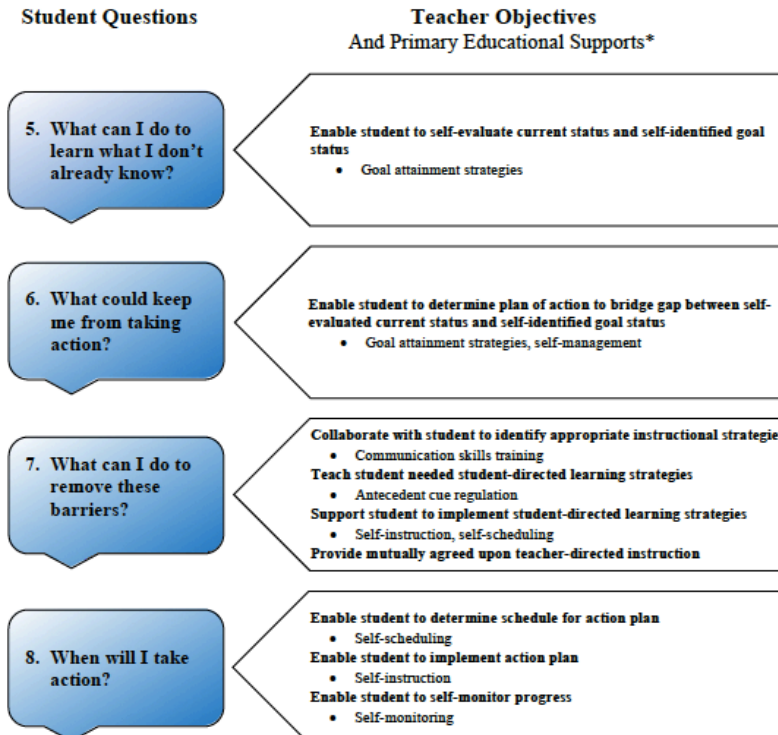
Student Problem to Solve: What is my goal?



Go to Phase 2

Phase 2: Take Action

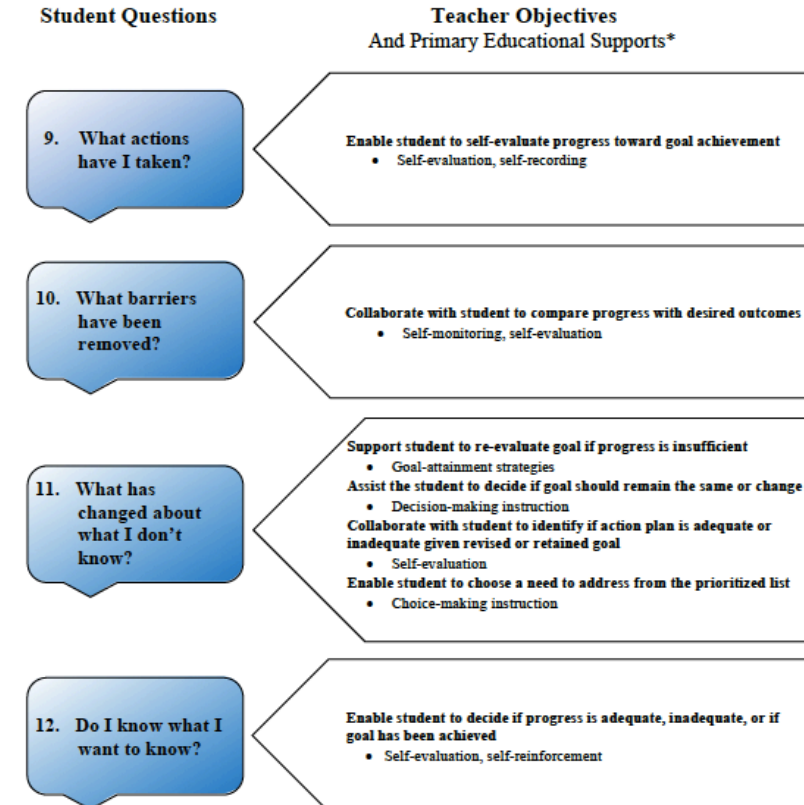
Student Problem to Solve: What is my plan?



Go to Phase 3

Phase 3: Adjust Goal or Plan

Student Problem to Solve: What have I learned?

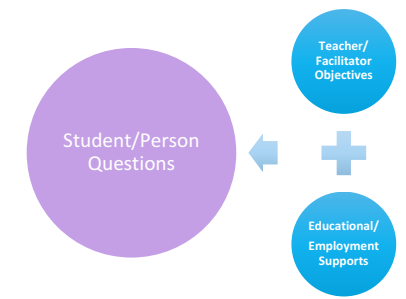


*In addition to the primary educational supports, other supports may be used as needed. See the Teacher's Guide for more information.

*In addition to the primary educational supports, other supports may be used as needed. See the Teacher's Guide for more information.

*In addition to the primary educational supports, other supports may be used as needed. See the Teacher's Guide for more information.

Student Questions



- Phrased in “first-person voice”
- Follow a definite sequence so that the problem can be solved
- Vary in the amount of time it might take to answer each question because it is an individualized process

Phase 1 Student Questions

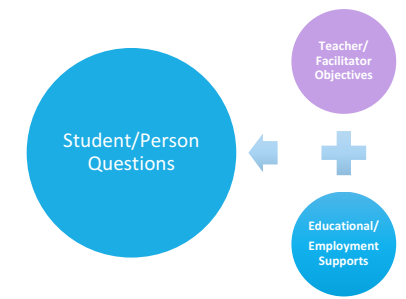
1. What do I want to learn?

2. What do I know about it now?

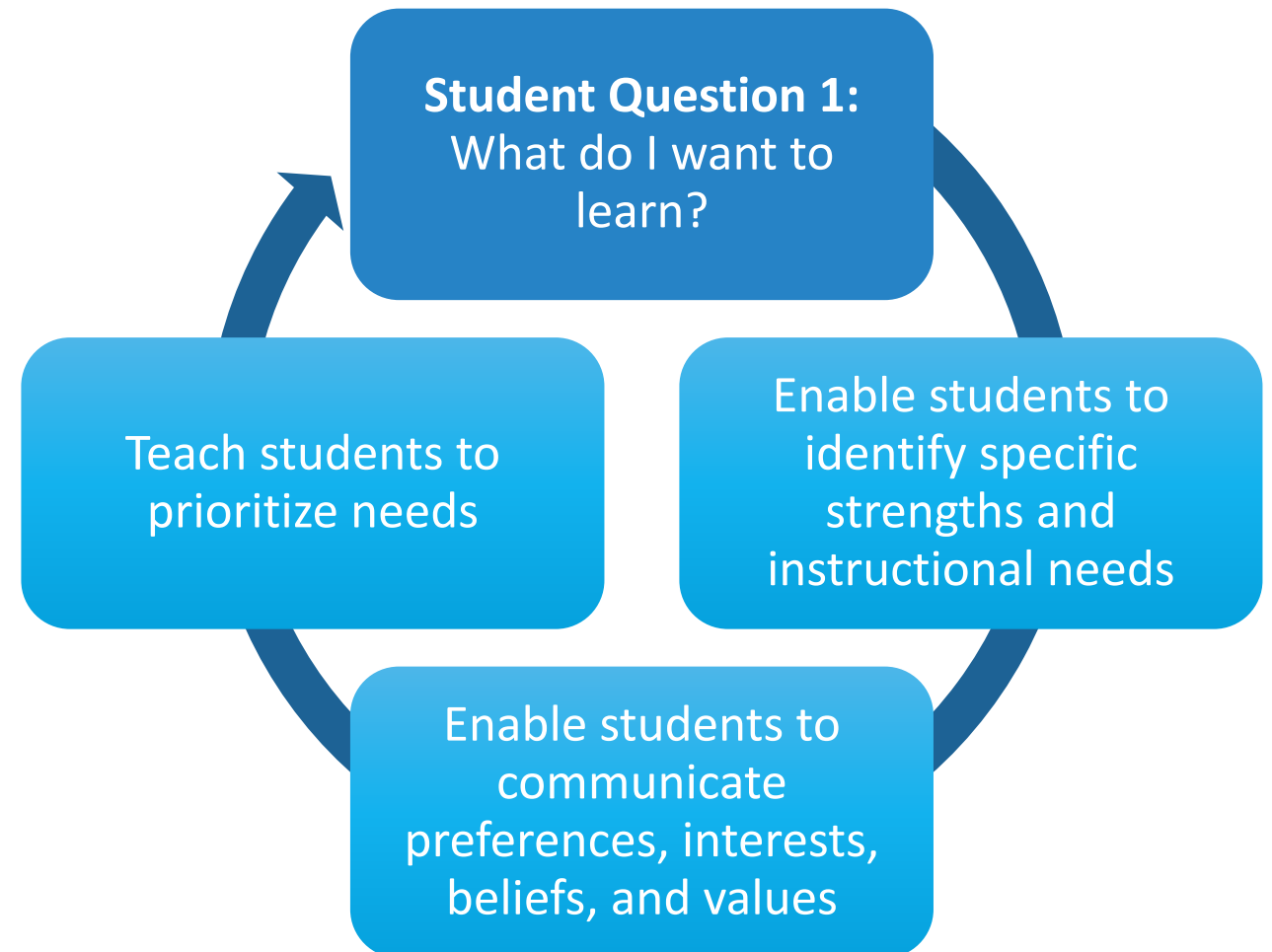
3. What must change for me to learn what I don't know?

4. What can I do to make this happen?

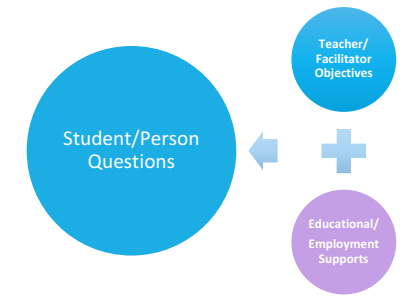
Teacher Objectives



- Linked to Student Questions
- Serve as a “Road Map” for teacher to enable student to answer Student Questions
- **Example:** When a student needs to identify what he/she wants to learn, one of the teacher’s objectives is to support the student in selecting the highest priority need.



Educational Supports



- Provide a means for educators to use **individualized supports** to enable students to begin to **teach themselves**.
- Enable students to:
 - Successfully **self-direct** their learning
 - Modify and **regulate** their own behavior

1. What do I want to learn?

Enable student to identify specific strengths and instructional needs

- Student self-assessment of interests, abilities, and instructional needs

Enable student to communicate preferences, interests, beliefs and values

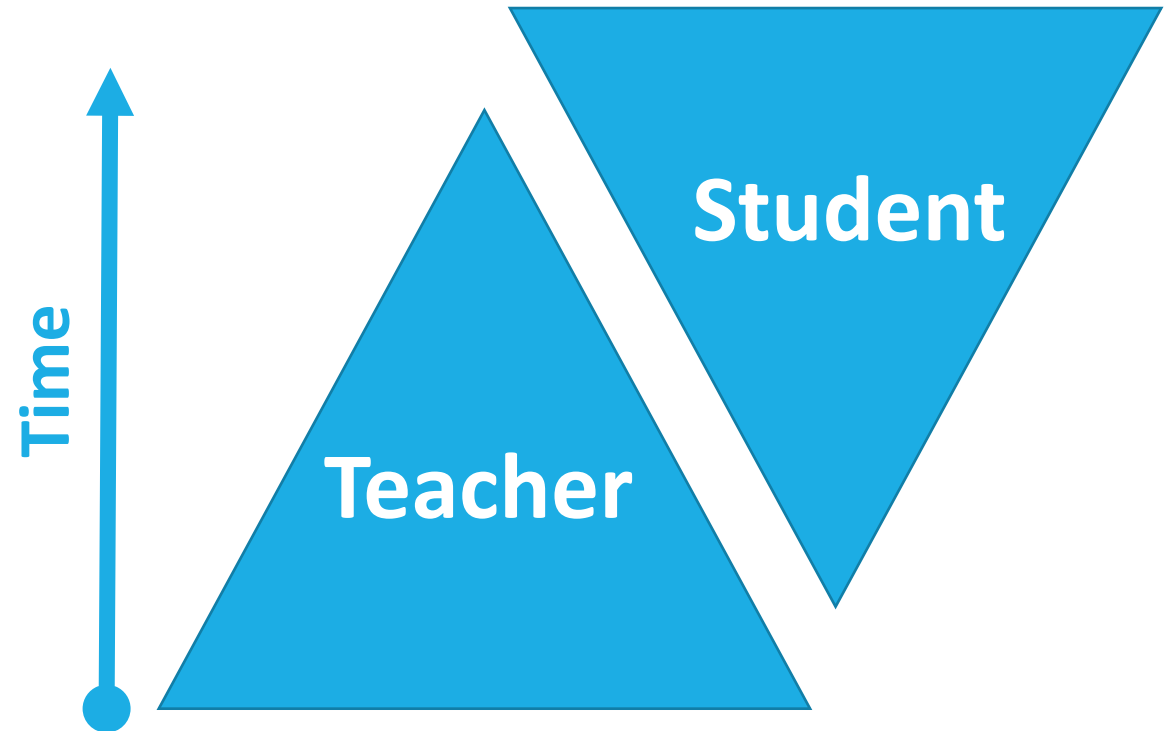
- Communication skills training

Enable student to prioritize needs

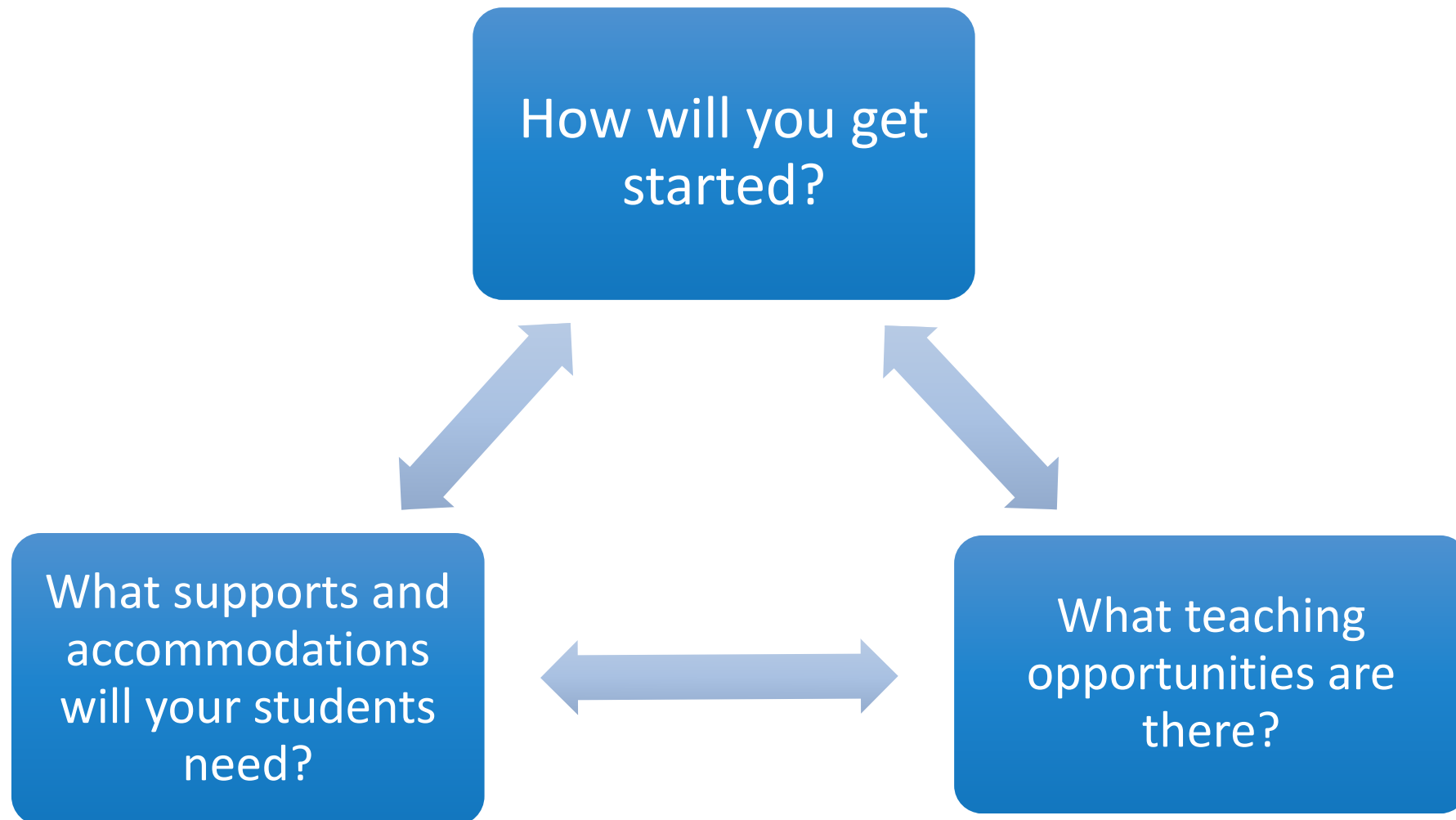
- Decision-making instruction

Setting the Stage

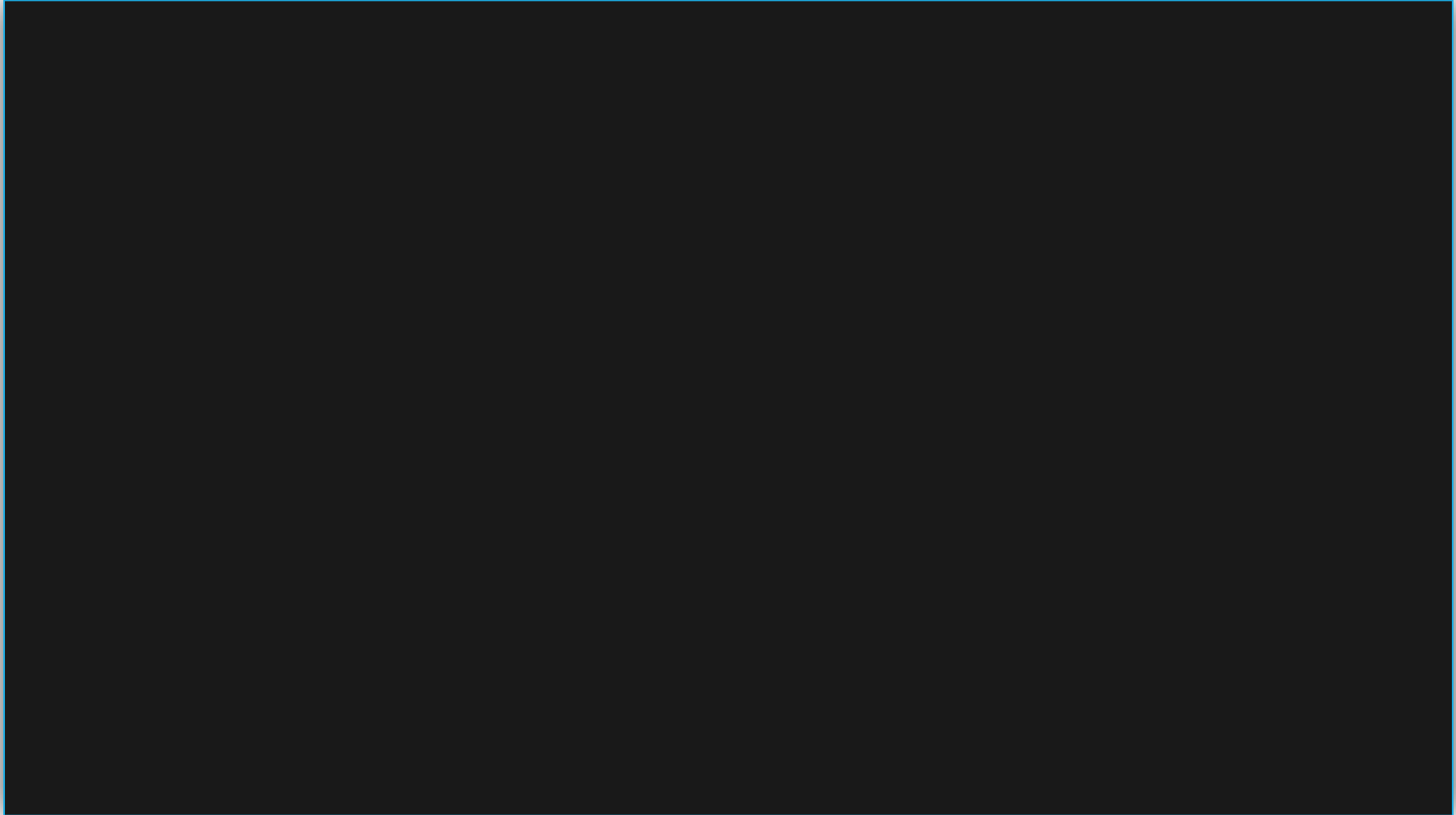
- Establish high expectations
- Give opportunities to fail in a safe environment
- Create learning opportunities
- Build a partnership
- Develop and provide supports



Next steps



Final Thoughts



STUDENT REFLECTIONS ON THE SDLMI

"I know I'm going to reach my goal because I'm trying."

"I would do this again. It helped me."

"I made progress on my goal because I tried to."



SDLMI Teacher's Guide

The Self-Determined Learning Model of Instruction

Tips for Working through the Phases

STUDENT VOICE	Support the student to answer the Student Questions. Keep the focus on the student and his/her part in the process.
DISCUSSION	Remember this process is always a conversation and not simply a matter of responding to a question and writing the answer.
SUPPORTS	Refer to the Teacher Objectives and Educational Supports (see p. 19, 42). Where possible, support students to use student-directed educational supports (e.g., reinforcement, choice making, etc.).
PRACTICE	Students should initially practice moving through the Student Question goal that can be completed in a short period of time (2-4 weeks). Support to continue to use the SDLMI to set more complex goals over time.
MOTIVATION	Following the initial "practice" goal, work on one goal in a high-interest area that the student finds it easier to focus, be more productive, and have a more positive experience using the model. The goal should be one that the student can achieve with guidance from the teacher.
CYCLE	The model supports the student in cycling through goal setting and planning several times as he or she rethinks strategies and assesses progress. Rather than a straight-line, the journey a student takes may vary through the stages of the model as he/she determines the desired best action plan.
ADAPTATION	When the student self-evaluates progress toward the goal (if the goal is more complex or more narrowly focused goal), she/he may define a more complex or more narrowly focused goal if she/he really wanted to learn, but was not initially able to pinpoint a crucial part of the process.
ENCOURAGEMENT	When students are evaluating progress they have made, focus on success and emphasize that revising goals and the process is not an indication of failure.

The Self-Determined Learning Model of Instruction

Teacher's Guide

Suggested Citation:
Shogren, K. A., Wehmeyer, M. L., Burke, K. M., & Palmer, S. B. (2017). The Self-Determination Learning Model of Instruction. Lawrence, KS: Kansas University Center on Developmental Disabilities. For more information, visit self-determination.org or email selfdetermination@ku.edu.

The Self-Determined Learning Model of Instruction

Appendix Educational Supports

Antecedent-cue regulation strategy		
Definition	Example	Teaching Tips
An action taken to alter conditions before a target behavior so as to influence the probability of its occurrence. This can be a picture, symbol, or word that reminds individuals to engage in a target behavior. A variety of prompts are used in this way by people in everyday life.	A post-it note on the back door to remind yourself of an early dental appointment.	The prompt must be visible to the student and should be used by the student and not just assigned.

Assertiveness training		
Definition	Example	Teaching Tips
This concept of assertiveness is between aggressiveness and neutrality or passivity. It is supporting students to express their positive and negative feelings appropriately, to initiate and terminate conversations when needed, and to say "no" if that is what they truly wish to say.	A student goes for pizza in a restaurant. The counter person points to a slice of pizza with a sign that says "You want pizza?" The student nods, and the person has already begun to heat a pizza that is not the one likely to be selected by the student. A person displaying assertive behavior would say, "No, I wanted the one with pepperoni, not that one." While a person who is not assertive would pay for the pizza and attempt to eat it.	Powers and colleagues (1996) suggest a three-step strategy that a student might employ: 1) look others in the eye, 2) speak calmly and firmly, and 3) if they disagree, repeat what you want and explain your reasoning.

The Self-Determined Learning Model of Instruction: Student Questions – Phase 1 – Set a Goal

Name Amy Date 9-29
(Date Phase 1 Began)
School XXXXXXXXXX

What is my goal? Let's try to identify something that you want to learn or improve on.

Please answer the questions below.

1. What do I want to learn or improve on?
I would like to go to a day care and take a class working with babies, so I can learn more about them and how to take care of them.

2. What do I know about it now?
You have to change their diapers, feed them bottles, and change their clothes if they make a mess. The places that care for babies are hospitals or day care centers.

3. What must change for me to learn what I don't know?
I could take infant classes at the college or the recreation center. I could get a book on infants from the library. I could even volunteer at a hospital or day care center.

4. What can I do to make this happen?
I will call the college or day care center to sign up for classes so I can learn more about babies.

I have listed a specific, measurable activity for student question 4. This is my goal, the activity I will be working on during Phase 2 and Phase 3.

End of Phase 1 Go on to Phase 2



Visit our website:

SELF-DETERMINATION.ORG

(Shogren, Wehmeyer, Burke, & Palmer, 2017)