NTACT
National Technical Assistance Center on Transition

Self-Determined Learning Model of Instruction (SDLMI)

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

Skills of Self-Determined Action

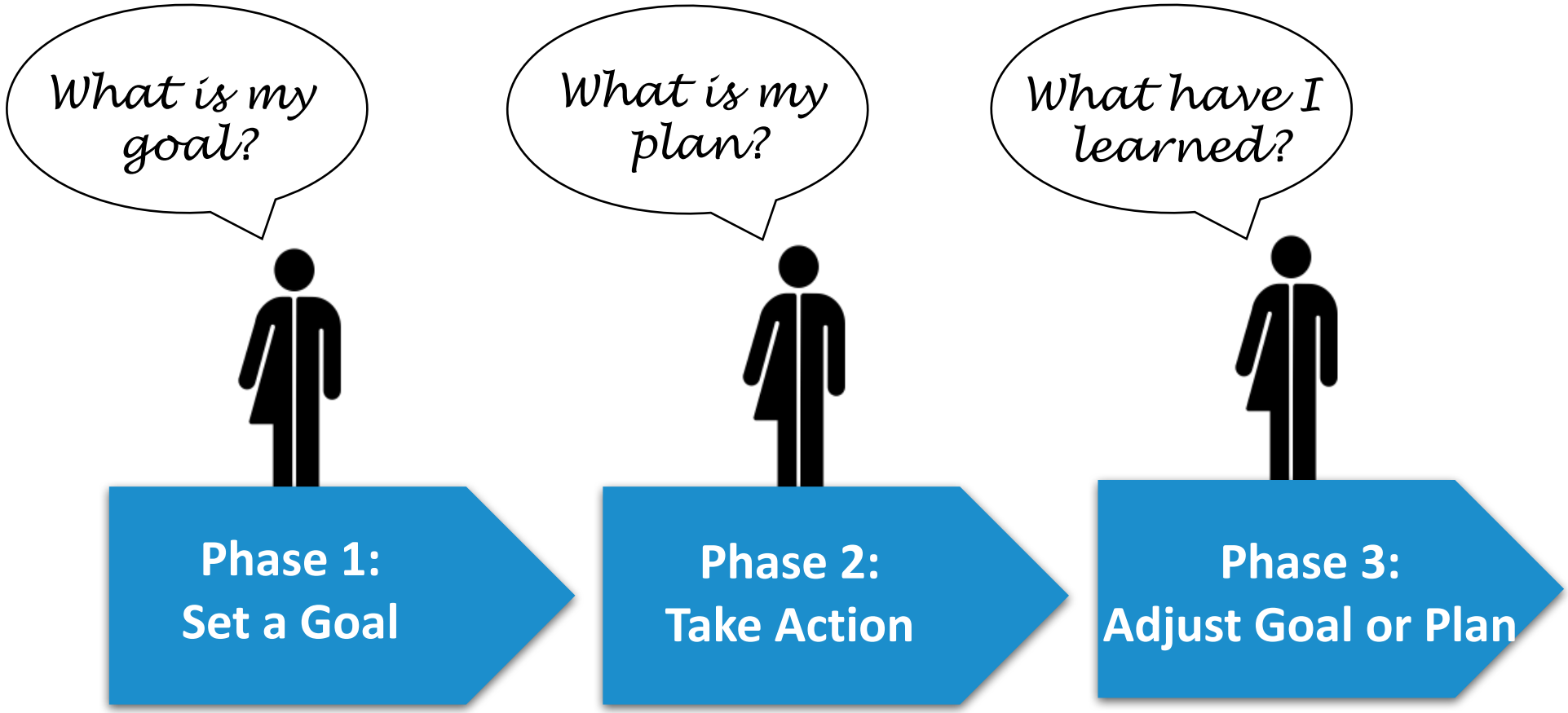
- Choice-making
- Decision-making
- Problem-solving
- Goal-setting and attainment
- Self-management
- Self-advocacy
- Self-awareness
- Self-knowledge

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

WHAT?

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

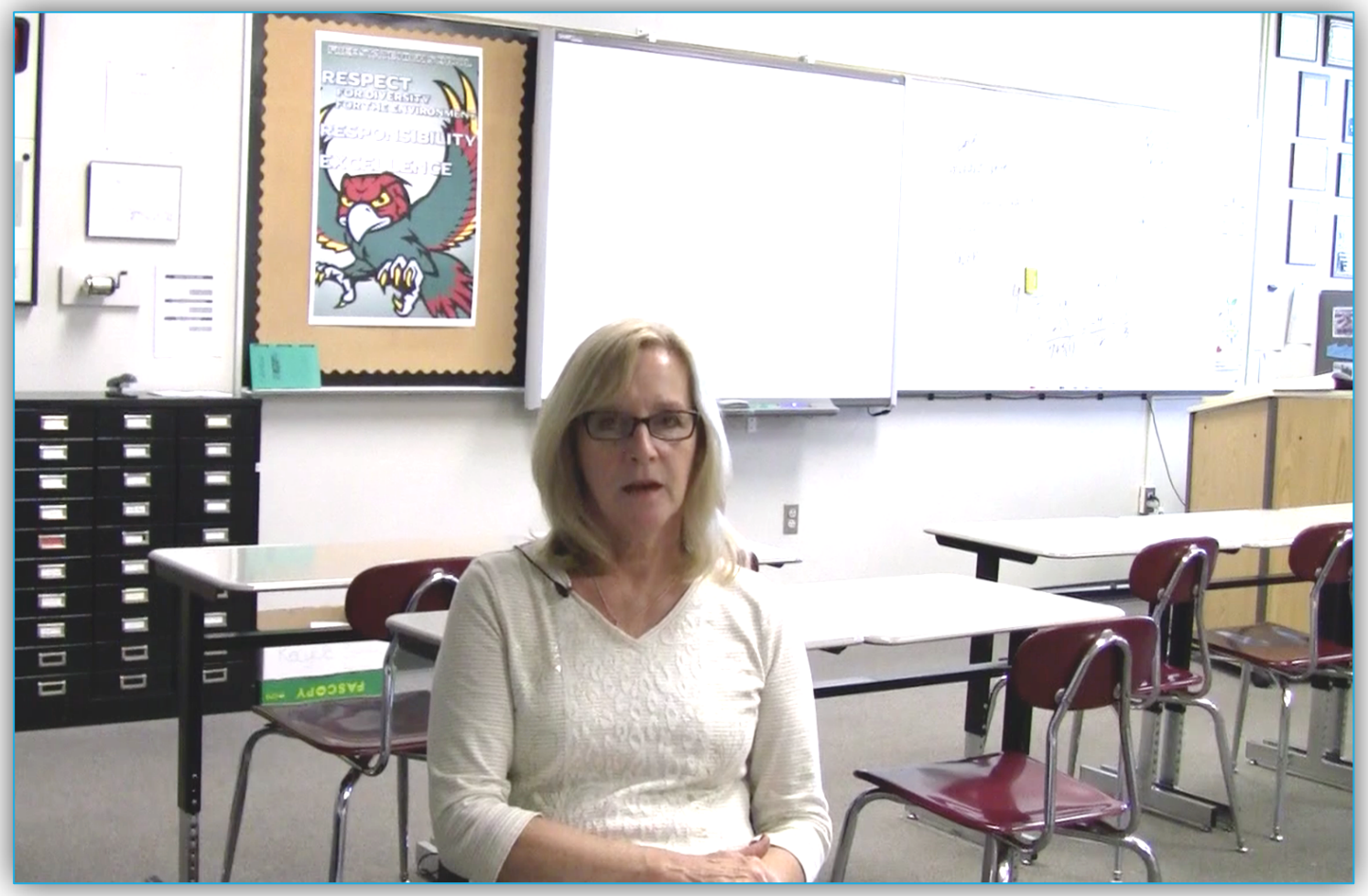
- Make **choices** and **decisions**
- Develop action **plans** for academic goals
- **Self-monitor** and **self-evaluate** progress toward goals



WHY?

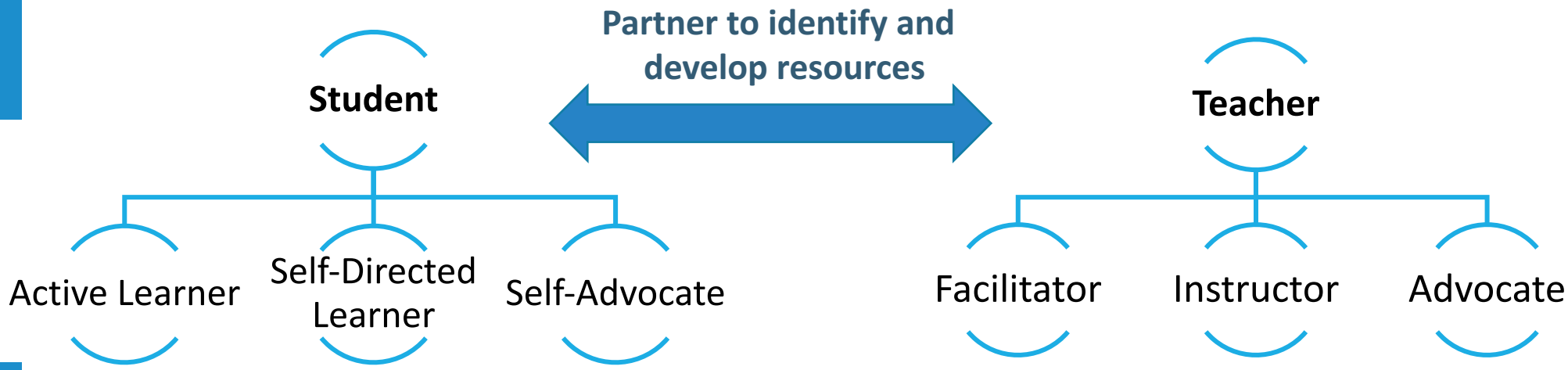
- Evidence-based, valid means of teaching students to set educationally-relevant goals
- Promotes:
  - Self-determination
  - Problem solving skills
  - Goal-setting skills
- Enhances motivation by incorporating some degree of choice in setting and planning actions to reach goals

How Does Using the SDLMI Impact Student Outcomes?

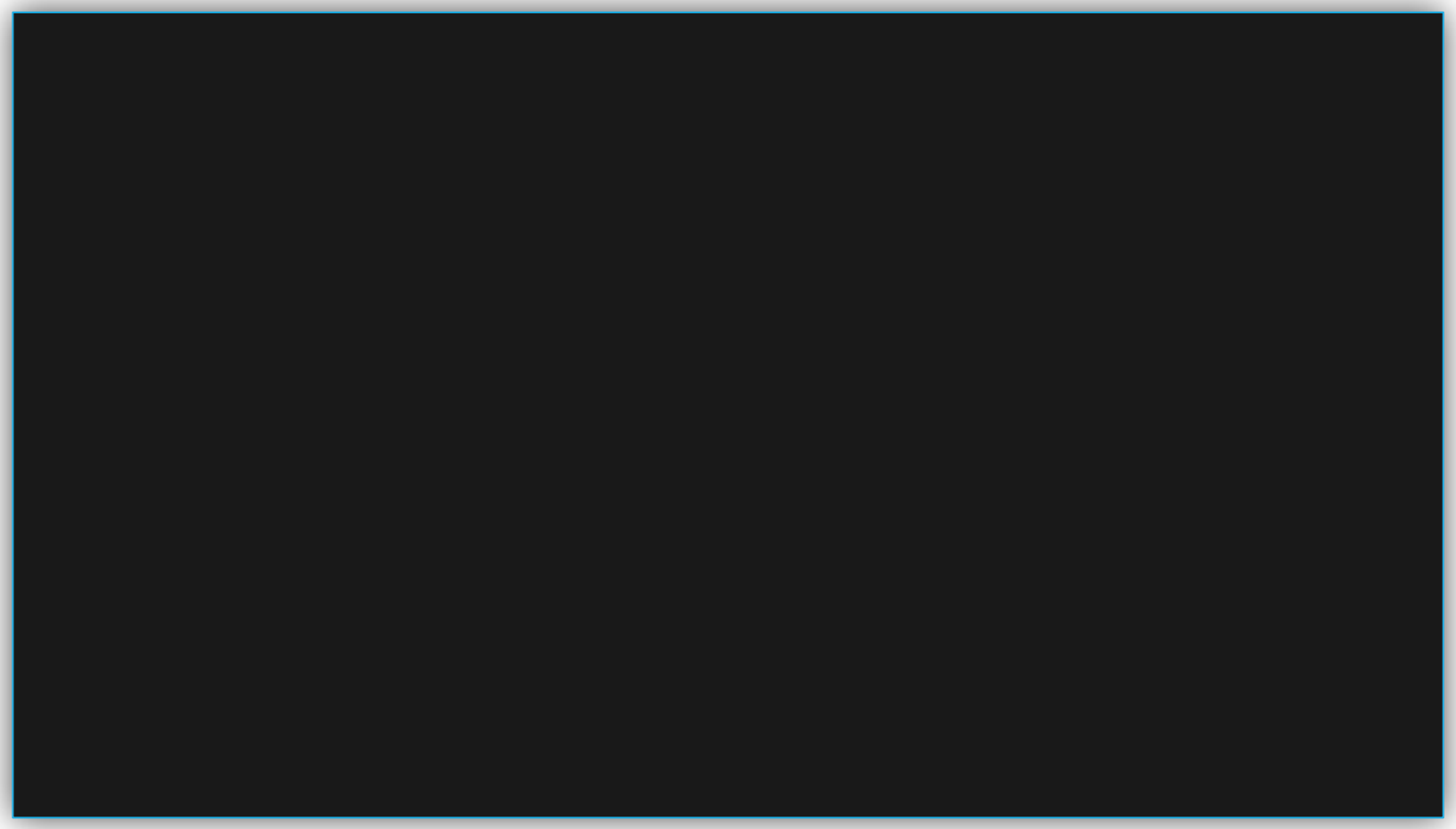


(Raley, Shogren, & McDonald, 2017)

WHO?


Partner to identify and develop resources
Student
Active Learner
Self-Directed Learner
Self-Advocate
Teacher
Facilitator
Instructor
Advocate

Roles within the SDLMI



WHERE?

- ...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

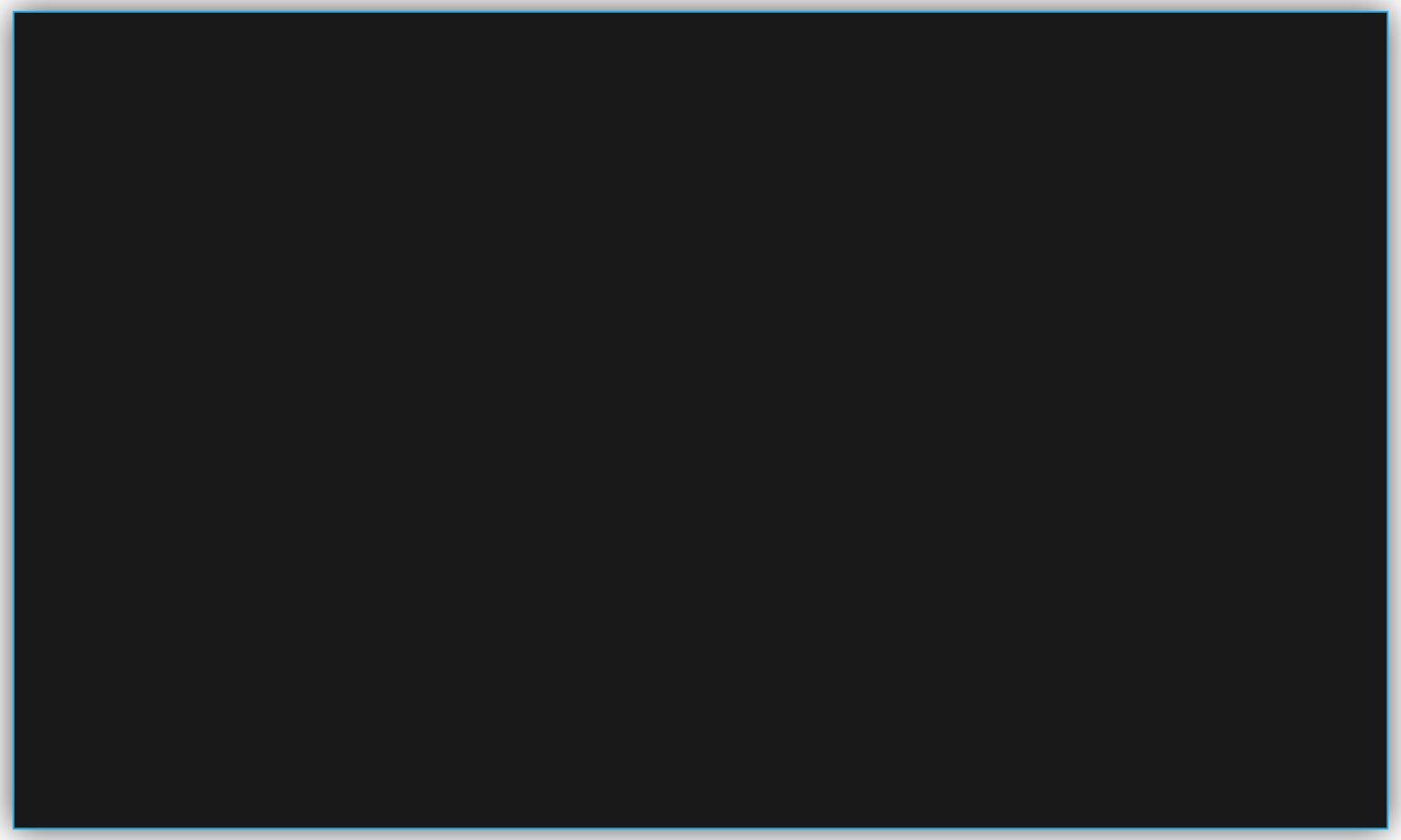
WHOLE-CLASS SDLMI

- 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)

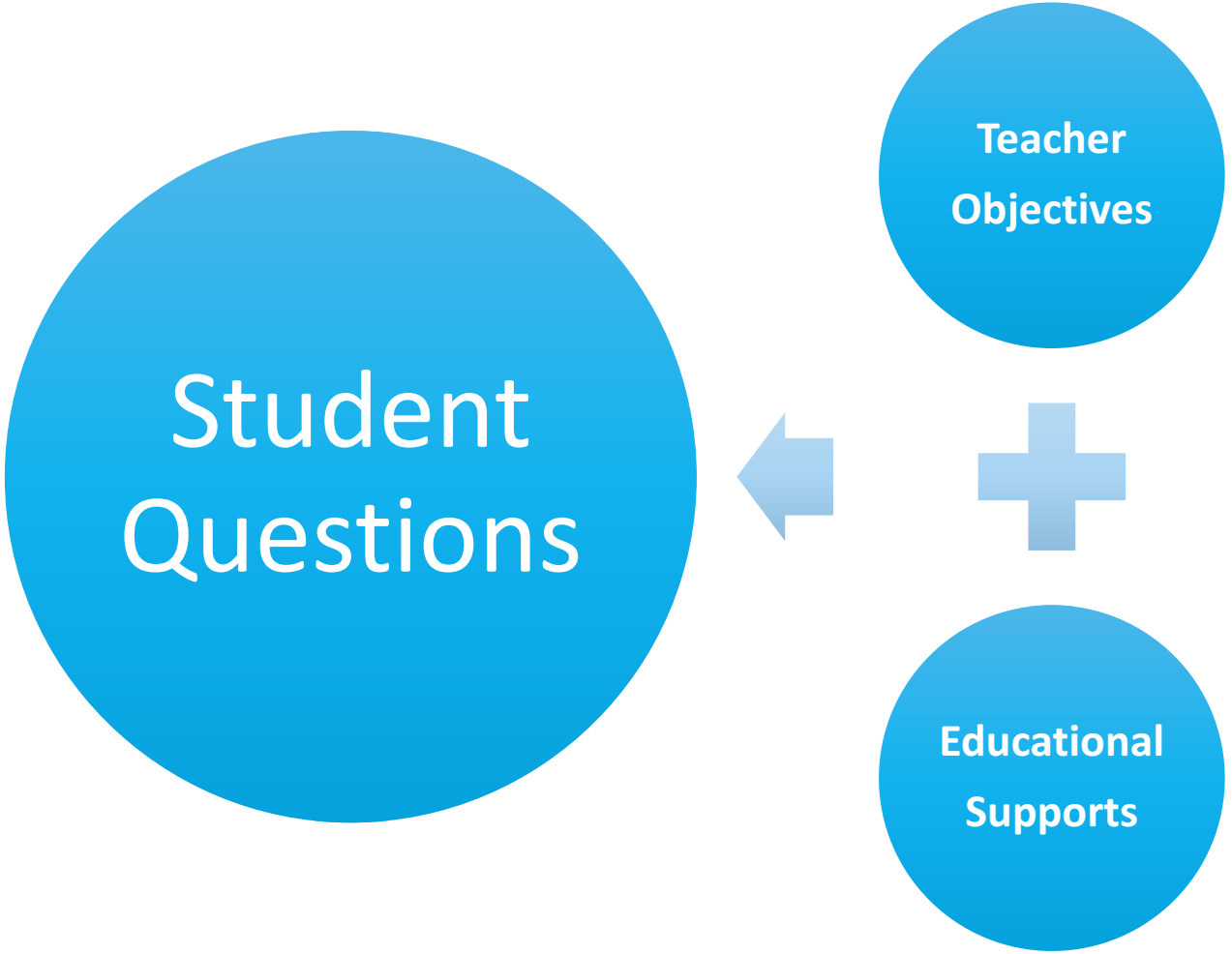
Examples of Settings



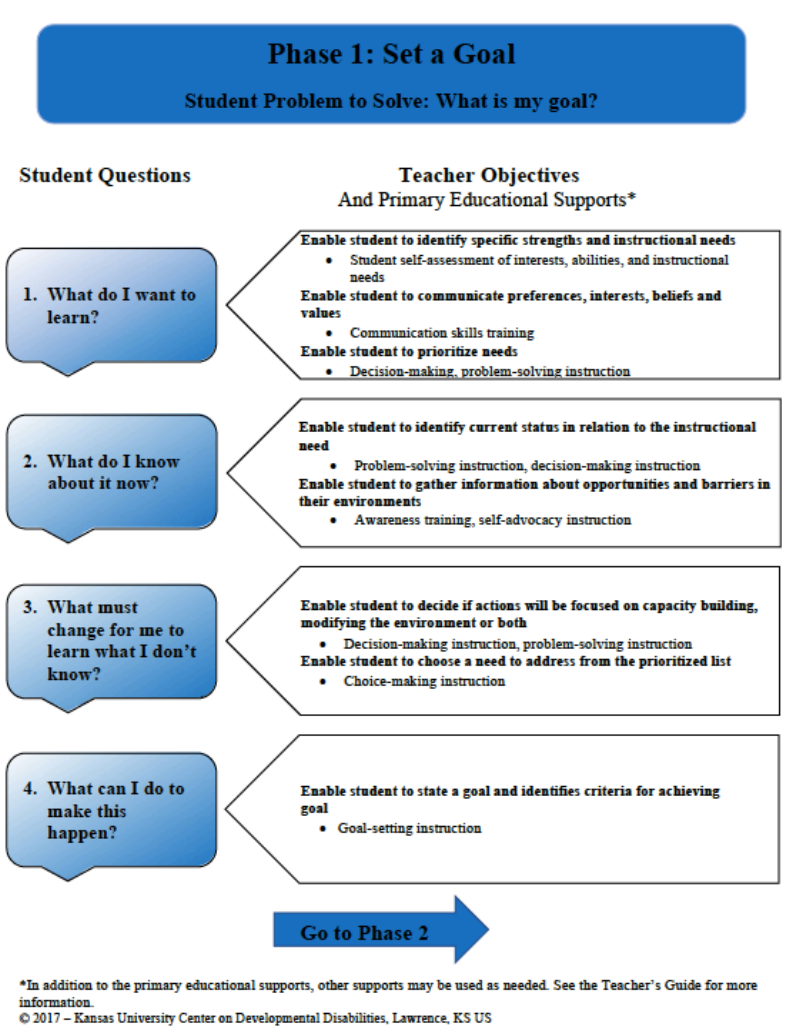
Framework

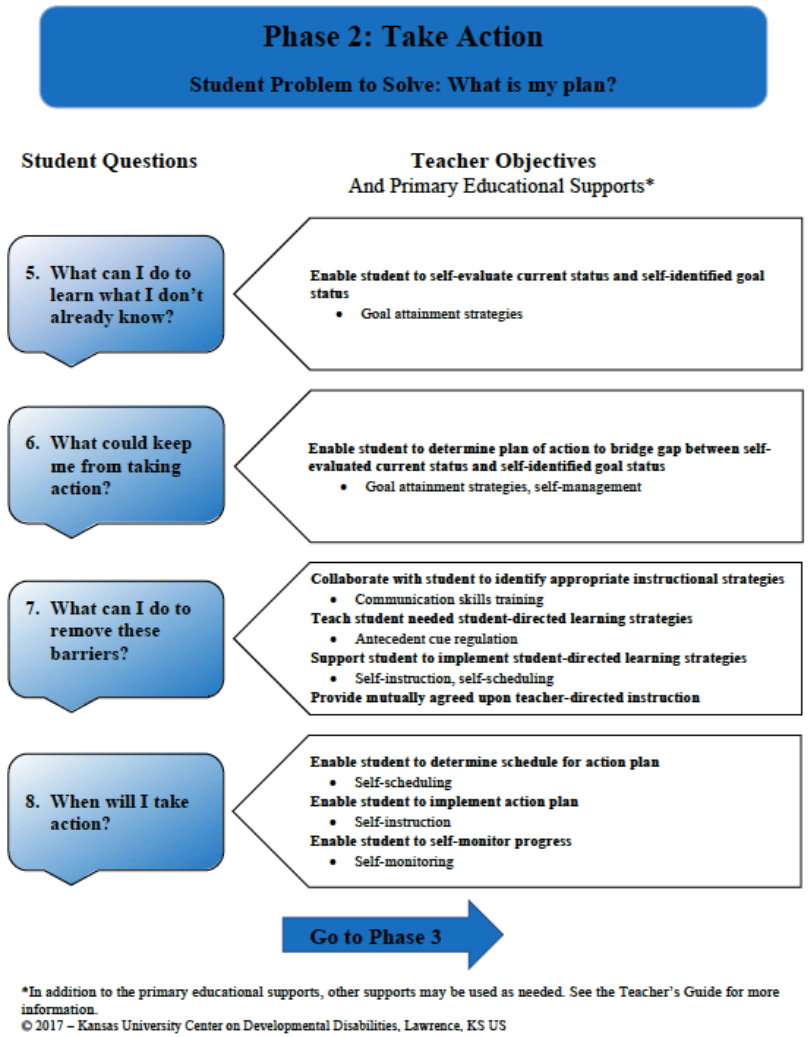
Each phase has three components:

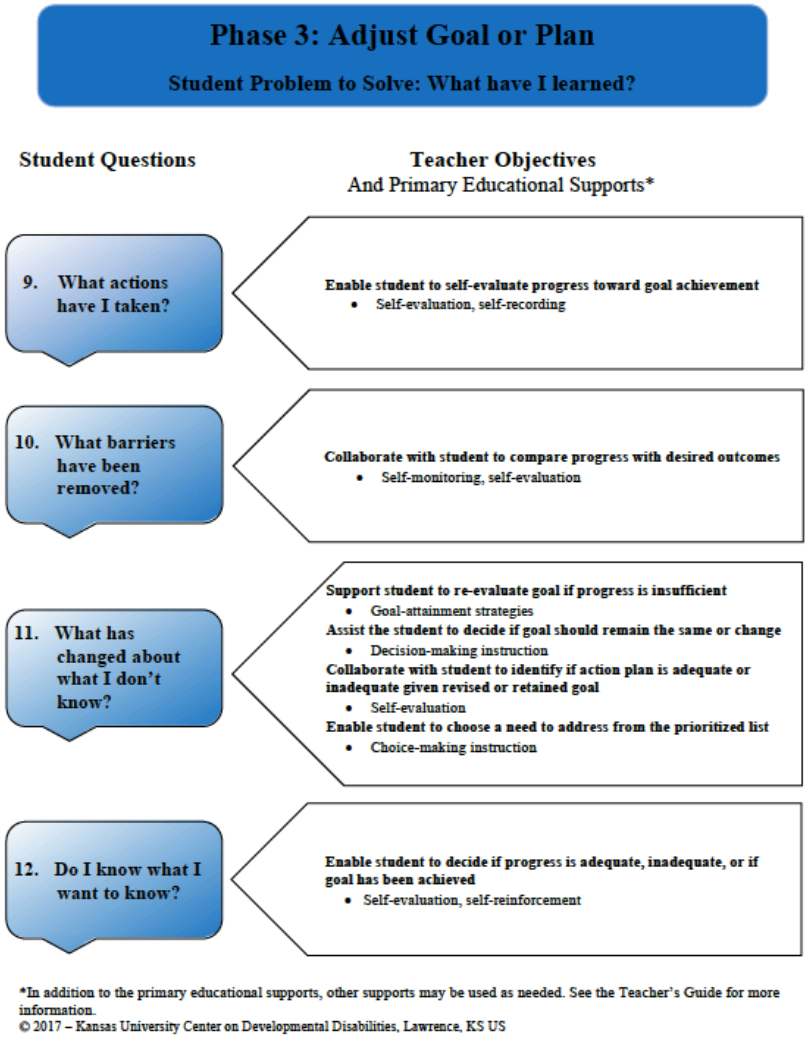
1. Student Questions
2. Teacher Objectives
3. Educational Supports



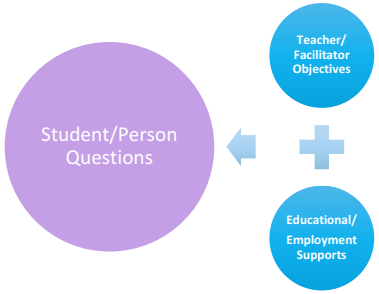
Phases of the SDLMI







Student Questions

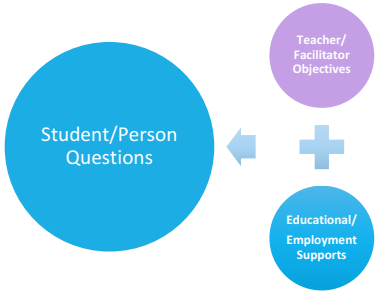


- Phrased in “first-person voice”
- Follow a definite sequence so that the problem can be solved
- Vary in the amount of time it might take to answer each question because it is an individualized process

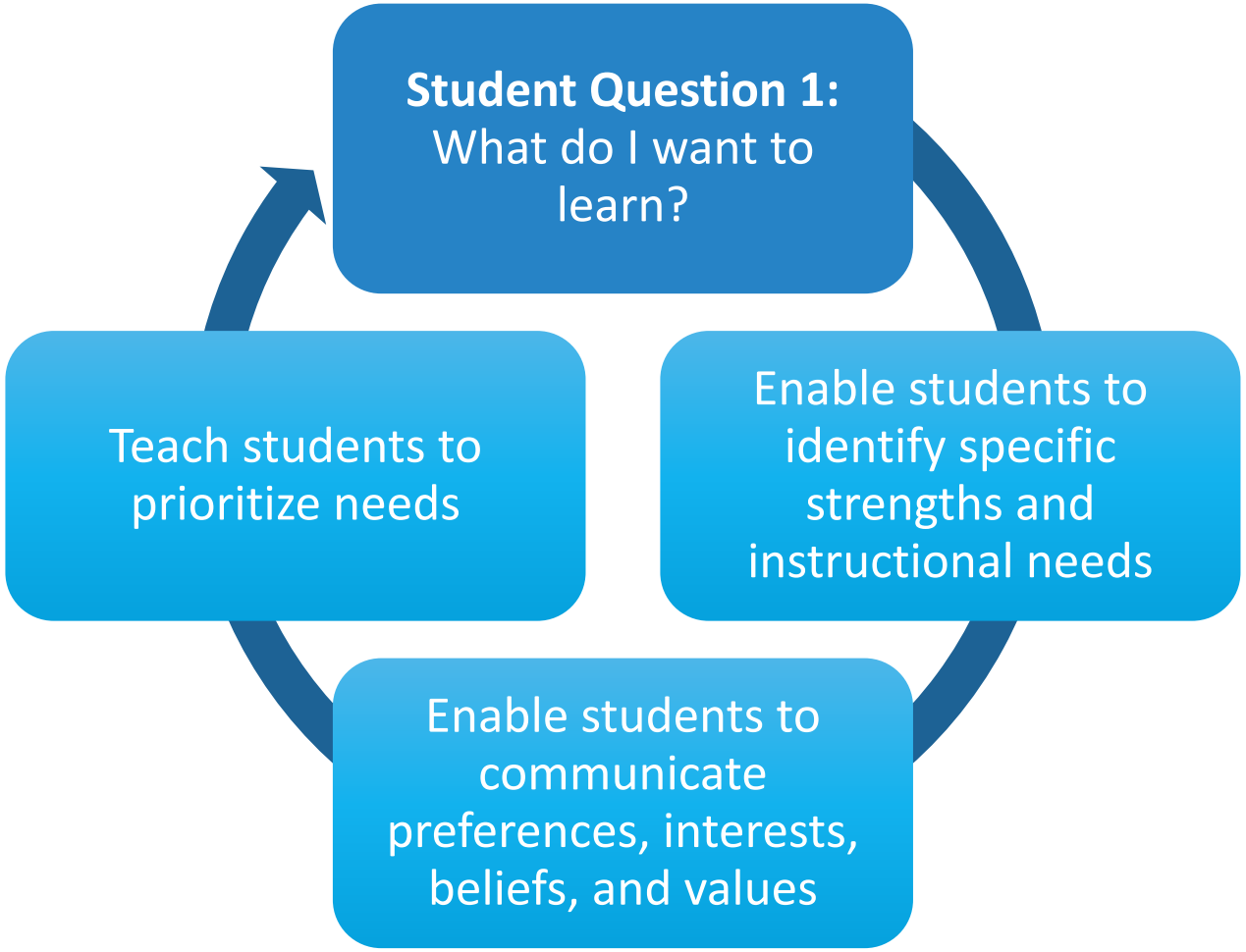
Phase 1 Student Questions

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?

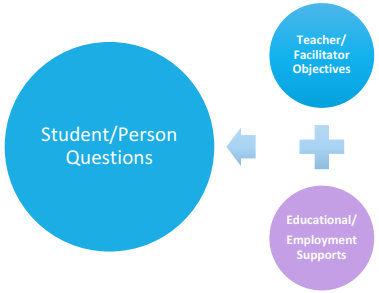
Teacher Objectives



- 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

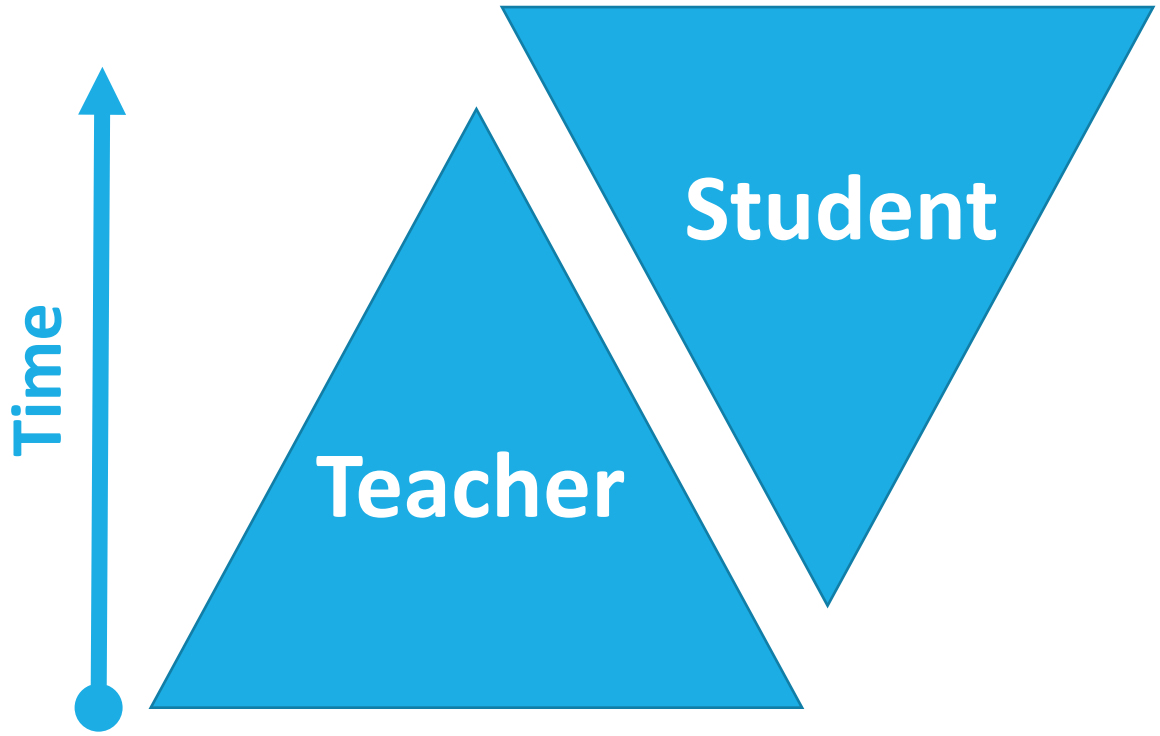
- Communication skills training

Enable student to prioritize needs

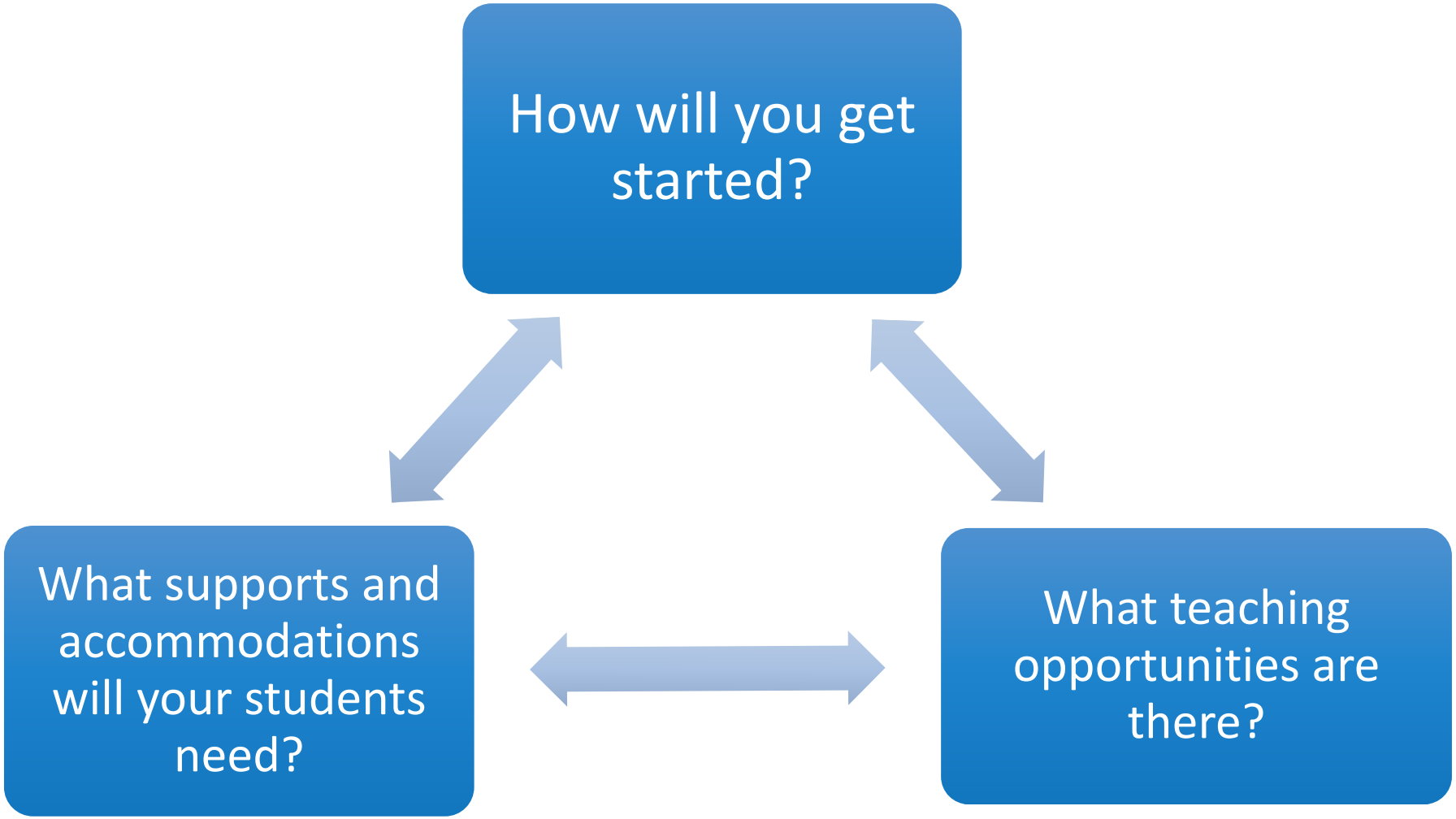
- Decision-making instruction

Setting the Stage

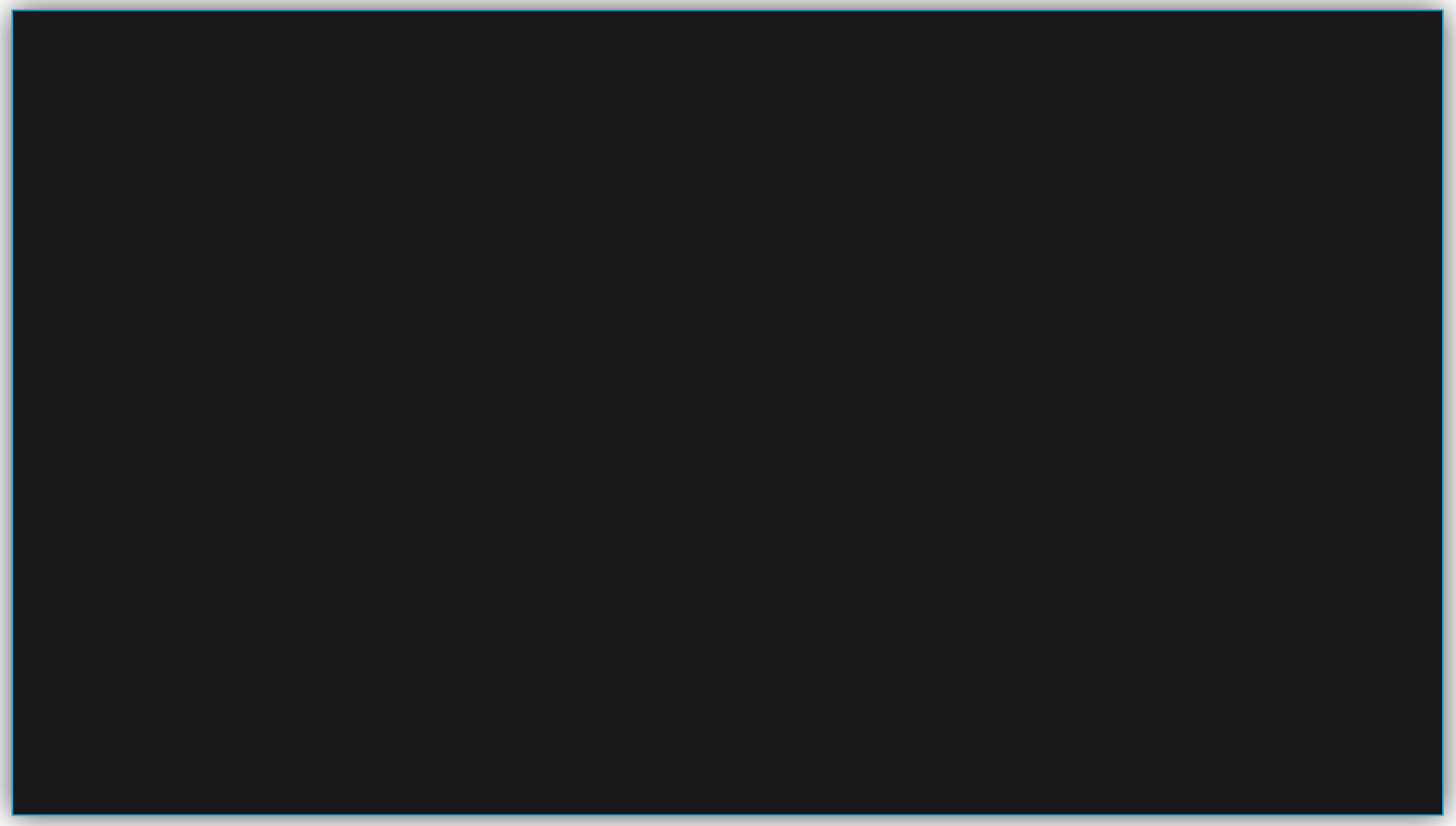
- Establish high expectations
- Give opportunities to fail in a safe environment
- Create learning opportunities
- Build a partnership
- Develop and provide supports



Next steps


How will you get started?
What supports and accommodations will your students need?
What teaching opportunities are there?

Final Thoughts



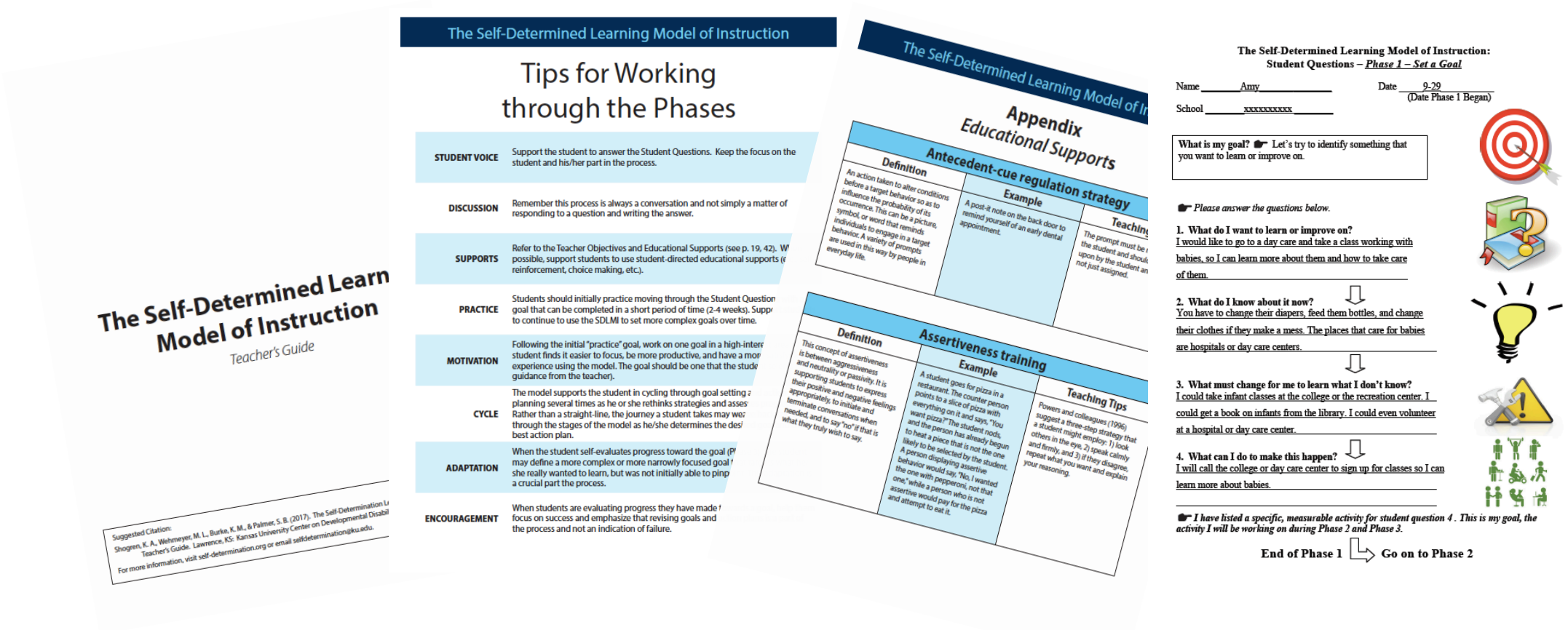
STUDENT REFLECTIONS ON THE SDLMI

"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



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