NTACT
National Technical Assistance Center on Transition

Using SDLMI to Teach Goal Setting and Problem-Solving

Objective: To teach students to set goals, make a plan for achieving them, and adjust their plan as needed.

Setting and Materials:

Settings: General Education Classroom

Materials: None

Content Taught

Self-Determined Learning Model of Instruction (SDLMI) is an instructional process that includes the following:
- Instructional Phase 1: What is My Goal? Student Questions
- Instructional Phase 2: What is My Plan? Student Questions
- Instructional Phase 3: What Have I learned? Student Questions
- Teacher Objectives for each Instructional Phase

Teaching Procedures

1. Make appropriate changes to the wording of student questions, based on needs of students.
2. Refer to the teacher objectives to ensure the problem-solving intent of the questions remain intact. For example, changing student question 1 from "What do I want to learn?" to "What is my goal?" changes the nature of the question.
3. Provide students with visual copy of questions for Phase 1.
4. Read the questions with or to the students.
5. Discuss what the questions mean. Possibly rephrase questions if students struggle with the wording.
6. Direct students to choose a goal they want to work towards. This could be an academic or functional goal, possibly an IEP goal.
7. Direct students to answer the student questions in Phase 1 based on what goal they selected to work toward.
8. Once students identify a goal, identify possible goal outcomes for each goal using a 5-point scale ranging from the most unfavorable possible outcome to the most favorable possible outcome (see example of Goal Attainment Scaling form in evaluation section below).
9. Provide students with visual copy of questions for Phase 2.
10. Read the questions with or to the students.

11. Discuss what the questions mean. Possibly rephrase questions if students struggle with the wording.
12. Direct students to answer the student questions in Phase 2 based on what goal they selected to work toward.
13. Provide students with visual copy of questions for Phase 3.
14. Read the questions with or to the students.
15. Discuss what the questions mean. Possibly rephrase questions if students struggle with the wording.
16. Direct students to answer the student questions in Phase 3 based on how they answered the questions in Phase 2.
17. When instruction has been completed on all three phases, continue collecting progress data on the goal students selected to work toward.
18. Complete the GAS scoring form to determine improvement or attainment of goal.

Instructional Phase 1 for Self-Determined Learning Model of Instruction

Set a Goal: Problem for Student to Solve: What is my Goal?	
Student Questions	**Teacher Objectives**
1) What do I want to learn?	• **Enable students to identify specific strengths and instructional needs.** • **Enable students to communicate preferences, interests, beliefs, and values.** • **Teach students to prioritize needs.**
2) What do I know about it now?	• **Enable students to identify their current status in relation to the instructional need.** • **Assist students to gather information about opportunities and barriers in their environments.**
3) What must change for me to learn what I don't know?	• **Enable students to decide if action will be focused toward capacity building, modifying the environment, or both.** • **Support students to choose a need to address from prioritized list.**
4) what can I do to make this happen?	• **Teach students to state a goal and identify criteria for achieving goal.**

Instructional Phase 2 for Self-Determination Learning Model of Instruction

Take Action: Problem for Students to Solve: What is my Plan?	
Student Questions	**Teacher Objectives**
5) What can I do to learn what I don't know?	• Enable student to self-evaluate current status and self-identified goal status.
6) What could keep me from taking action?	• Enable student to determine plan of action to bridge gap between self-evaluated current status and self-identified goal status.
7) What can I do to remove these barriers?	• Collaborate with student to identify most appropriate instructional strategies. • Teach student needed student-directed learning strategies. • Support student to implement student-directed learning strategies. • Provide mutually agreed upon teacher-directed instruction.
8) When will I take action?	• Enable student to determine schedule for action plan. • Enable student to implement action plan. • Enable student to self-monitor progress.

Instructional Phase 3 for Self-Determined Learning Model of Instruction

Adjust Goal or Plan: Problem for Student to Solve: What have I Learned?	
Student Questions	**Teacher Objectives**
9) What actions have I taken?	• Enable student to self-evaluate progress toward goal achievement.
10) What barriers have been removed?	• Collaborate with student to compare progress with desired outcomes.
11) What has changed about what I don't know?	• Support student to reevaluate goal if progress is insufficient. • Assist student to decide if goal remains the same or changes. • Collaborate with student to identify if action plan is adequate or inadequate given revised or retained goal.

	• **Assist student to change action plan if necessary.**
12) Do I know what I want to know?	• **Enable student to decide if progress is adequate, inadequate, or if goal has been achieved.**

Evaluation

Results of GAS scores and/or compare pre/post-tests of AIR Self-Determination Scale or Arc Self-Determination Scale.

Sample GAS Scoring Form

Example of Goal Attainment Scaling Rubric

Level of Attainment	Scale 1 Out of Seat	Scale 2 Calling Out	Scale 3 Homework Completion
(–2) Much worse than baseline level of behavior	J. K. is out of his seat without teacher permission more than 12 minutes during math. [specify number of minutes]	J. K. calls out an answer without teacher permission 5 or more times during math. [specify number of times]	J. K. completes less than 60% of math assignments per week. [specify percent]
(–1) Somewhat worse than baseline level of behavior	J. K. is out of his seat without teacher permission 10–12 minutes during math.	J. K. calls out an answer without teacher permission 4 times during math.	J. K. completes 60–69% of math homework assignments per week.
(0) Baseline level of behavior	J. K. is out of his seat without teacher permission 7–9 minutes during math.	J. K. calls out an answer without teacher permission 3 times during math.	J. K. completes 70–79% of math homework assignments per week.
(+1) Somewhat better than baseline level of behavior	J. K. is out of his seat without teacher permission 4–6 minutes during math.	J. K. calls out an answer without teacher permission 2 times during math.	J. K. completes 80–89% of math homework assignments per week.
(+2) Much better than baseline level of behavior or has met goal	J. K. is out of his seat without teacher permission 3 or fewer minutes during math. [specify number of minutes]	J. K. calls out an answer without teacher permission 1 or fewer times during math.	J. K. completes 90–100% of math homework assignments per week.
Comments	Monitor daily	Monitor daily	Monitor weekly

Adapted from Coffe, G. & Ray-Subramanian, C.E., (2009). Goal attainment scaling: a progress-monitoring tool for behavioral interventions. *School Psychology Forum: Research in Practice, 3,* 1-12.

Blank GAS Scoring Form

Goal Attainment Scaling Goals			
Goals	**Goal 1:**	**Goal 2:**	**Goal 3:**
Time Line			
Level of Attainment			
Much less progress than expected (-2)			

Somewhat less progress than expected (-1)			
Expected level of progress (0)			
Somewhat more progress than expected (+1)			
Much more progress than expected (+2)			
Comments:			

Lesson Plan Based on:

Wehmeyer, M. L., & Palmer, S. B. (2000). Promoting causal agency: The self-determined learning model of instruction. *Exceptional Children, 66*, 439-453.

Coffe, G. & Ray-Subramanian, C.E., (2009). Goal attainment scaling: a progress monitoring tool for behavioral interventions. *School Psychology Forum: Research in Practice, 3*, 1-12.