SDLMI

Self-Determined Learning Model of Instruction

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Shogren, K. A., Raley, S. K., Burke, K. M., & Wehmeyer, M. L. (2019). *The Self-Determined Learning Model of Instruction Teacher's Guide*. Lawrence, KS: Kansas University Center on Developmental Disabilities.

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Introduction

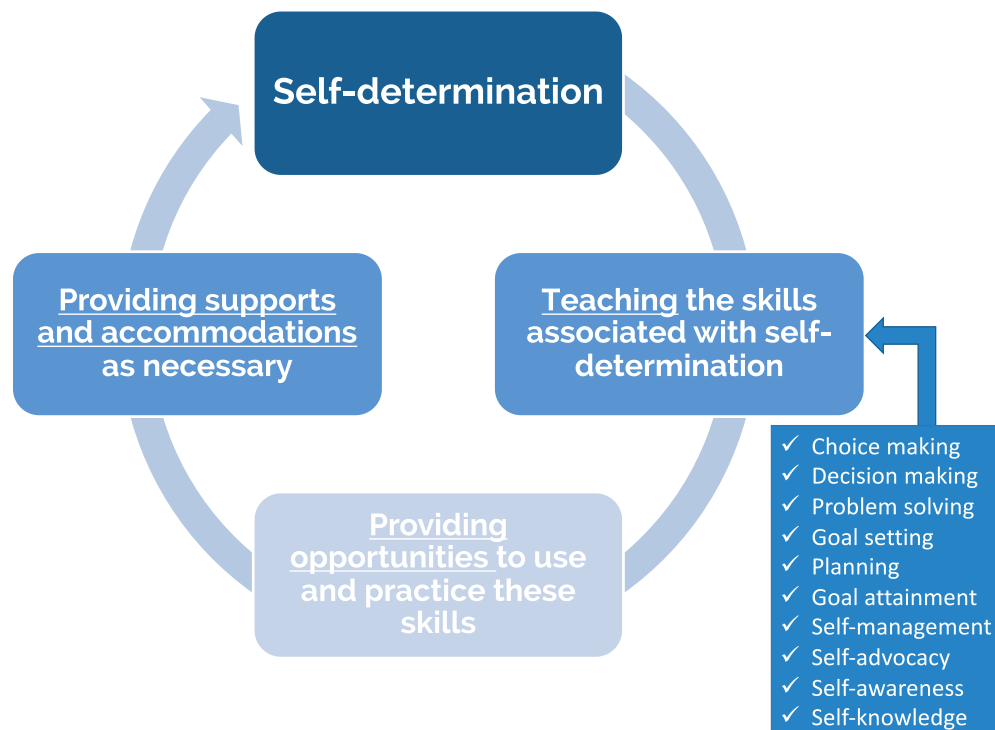## Teacher's Guide to Implementing the SDLMI

This Teacher's Guide describes *The Self-Determined Learning Model of Instruction* (SDLMI) and how teachers and other school personnel can use the model to support students with or without disabilities to:

✓ Learn and use skills that enable them to self-regulate problem solving, leading to goal setting and attainment

✓ Identify meaningful learning goals across multiple curricular domains

✓ Make progress toward goals across multiple curricular domains

✓ Achieve more positive school and post-school outcomes

✓ Become more self-determined

Defining Self-Determination

Being self-determined is about acting as the *causal agent* in one's life (Shogren et al., 2015). Causal agents have the skills and attitudes that enable them to make or cause things to happen in their lives.

People who are self-determined self-initiate and self-regulate their actions to solve problems, make decisions, and set goals that impact their lives. Adolescents become more self-determined as they identify their interests and preferences, set and work toward goals aligned with those interests and preferences, engage in problem solving and decision making as they encounter barriers in working toward their goals, and advocate for themselves and their needs. These actions are critical for all students and are often embedded across the curriculum. However, students need support to learn and practice these skills in an integrated way if they are to lead self-determined lives.

Self-determination

Providing supports and accommodations as necessary

Teaching the skills associated with self-determination

Providing opportunities to use and practice these skills

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

Research on the SDLMI

Research over the last 25 years has shown that teachers can use the SDLMI to enable students with and without disabilities to reach goals while they are in school and after they finish school. Over 20 research studies have shown the impact of the SDLMI on outcomes, establishing it as an evidence-based practice to promote self-determination (Hagiwara, Shogren, & Leko, 2017; Lee, Wehmeyer, & Shogren, 2015; National Technical Assistance Center on Transition, 2016). A selection of several recent studies is below.

Selected Research on the SDLMI			
Authors	**Participants**		**Outcomes**
	Total Number	**Age**	
Raley, Shogren, & McDonald (2018)	34	14 to 16 years old	• Set and achieved academic-related goals with the SDLMI over 16 weeks in an inclusive, general education classroom including students with and without disabilities • High levels of goal attainment
Shogren, Palmer, Wehmeyer, Williams-Diehm, & Little (2012)	312	13 to 21 years old	• Students who learned using the SDLMI showed significantly higher goal attainment over the course of a school year than peers • Students who learned using the SDLMI showed significant increases in access to the general education curriculum
Shogren, Wehmeyer, Palmer, Rifenbark, & Little (2015)	779	14 to 21 years old	• Multiple interventions to promote self-determination, including the SDLMI, were available to students throughout high school • Self-determination status during the final year of high school predicted more positive employment outcomes one-year post-school and community participation one and two years post-school
Wehmeyer et al. (2012)	312	13 to 21 years old	• Students with access to the SDLMI showed more significant increases in self-determination after two years of intervention

Note. A range of students with and without disabilities were included across studies. Disability categories represented in one or more studies include: Autism Spectrum Disorder, Emotional Disturbance, Hearing Loss or Deafness, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Other Health Impairment, Specific Learning Disability, Speech or Language Impairment, and Vision Loss or Blindness.

More information on research on the effectiveness of the SDLMI is available at: www.self-determination.org.

Self-Determination Inventory System (SDIS)

The Self-Determination Inventory System (SDIS) is comprised of two validated measures of self-determination, the *Self-Determination Inventory: Student Report* (SDI:SR) and the *Self-Determination Inventory: Parent/Teacher Report* (SDI:PTR).

Researchers, school districts, schools, and teachers can use the SDIS concurrently with SDLMI implementation to:

(1) Identify areas of strength and areas in need of instruction

(2) Track students' progress in the development of self-determination skills over time

(3) Report student, classroom, school and district self-determination status and outcomes

Learn more about the SDIS measures at www.self-determination.org.

Self-Determined Action Framework

Both the SDI:SR and the SDI:PTR align with our theoretical framework for the development of self-determined action:
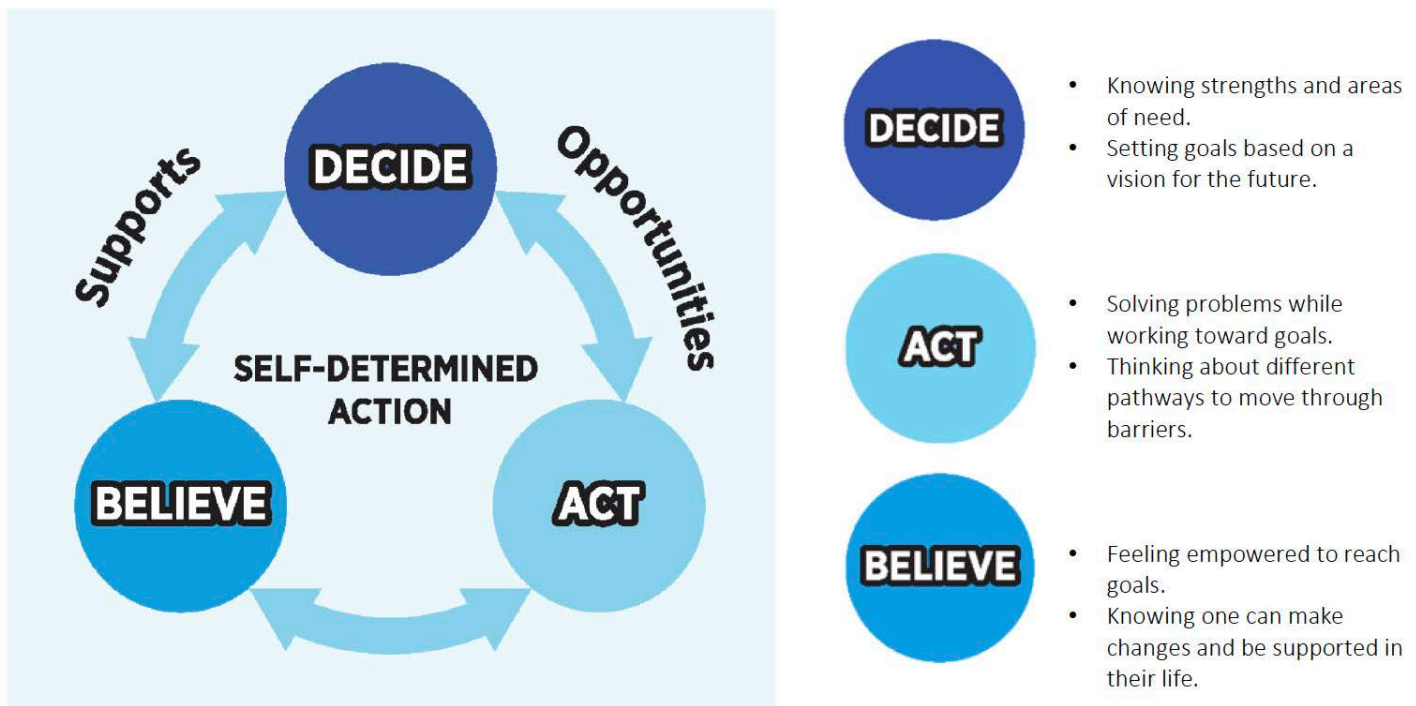
Introduction to the SDLMI

SDLMI Implementation

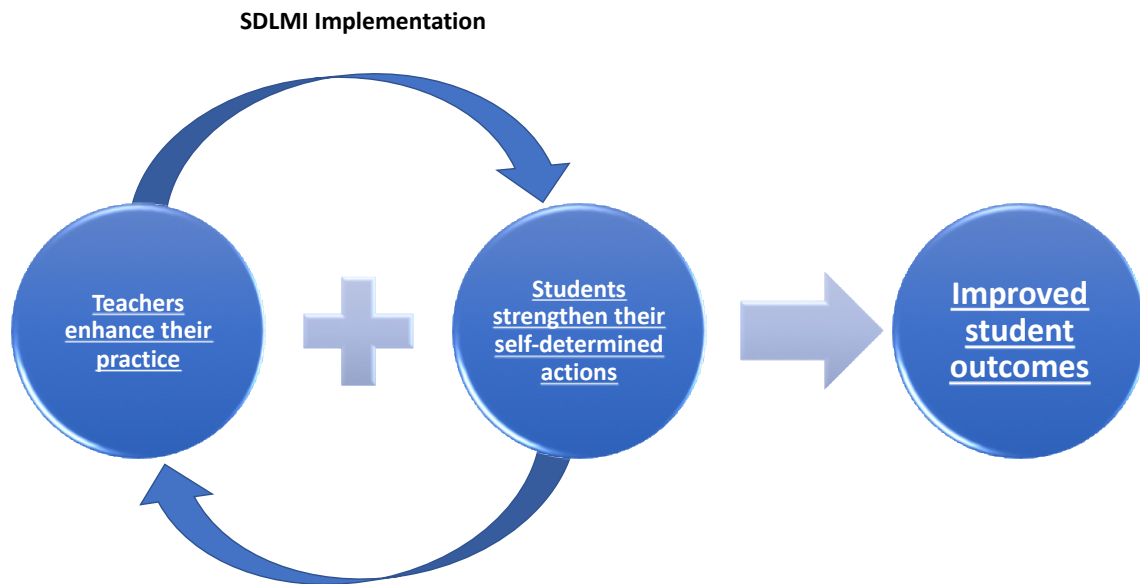**The SDLMI is a teaching model implemented by teachers to enable their students to self-direct and self-regulate their actions in pursuit of goals.**

SDLMI implementation:
The SDLMI is intended to be used by general and special education teachers and school professionals across a variety of academic (e.g., English, Math) and non-academic (e.g., social, behavioral, transition planning) areas to enable students to become more effective at initiating and self-regulating their actions as they work toward self-selected goals.

Teachers enhance their practice:
As a model of instruction, the SDLMI is designed to guide teachers in supporting students to achieve their self-set goals and develop skills associated with self-determination (e.g., problem solving, self-evaluating). The SDLMI supports teachers in learning how to shape their practices to provide students opportunities to develop and practice using skills associated with self-determination.

Students strengthen their self-determined actions:
When provided explicit instruction on skills associated with self-determination and opportunities to practice and use those skills, students are enabled to use self-determined actions and achieve goals they set for themselves, achieving greater academic and social-emotional outcomes.

Improved student outcomes:
Through the iterative process of teachers enhancing their practice and students using self-determined actions, positive student outcomes result (e.g., academic achievement, postschool competitive employment and higher education).

The SDLMI has three distinct phases that are each associated with a problem <u>the student</u> must solve:
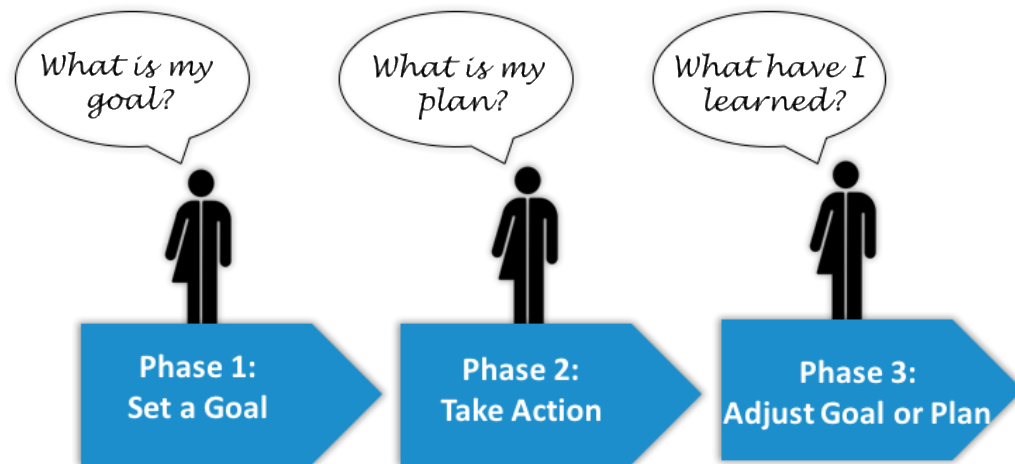
> ➢ In **Phase 1**, the teacher supports the student to identify and set a goal to solve the problem of: *What is my goal?*

> ➢ In **Phase 2**, the teacher supports the student to develop an action plan to achieve the goal they set in Phase 1 and identify a self-monitoring process to implement to solve the problem of: *What is my plan?*

> ➢ In **Phase 3**, the teacher supports the student to evaluate their progress toward the goal they identified in Phase 1 and planned to achieve in Phase 2. The student determines if they achieved their goal and need to set a new goal or if they need to revise their goal or develop a new action plan. In Phase 3, the student solves the problem of: *What have I learned?*

> ➢ Based on what the student learns in Phase 3, they will decide to cycle back to Phase 1 of the SDLMI to set a new goal or revise their current goal or to Phase 2 develop a new action plan for their current goal. The SDLMI is meant to be a **cyclical process**, meaning that students will work through Phases 1, 2, and 3 repeatedly, creating more opportunities to build and practice using self-determined actions.

How is the SDLMI used?

- In each phase, there are four **Student Questions** (12 total) that lead students through a problem-solving sequence to solve the problem posed in that phase.

- Each Student Question (12 total) is linked to **Teacher Objectives** that provide a roadmap for teachers on how to support students in answering each Student Question.

- There are **Educational Supports** within each phase that teachers can use to provide instruction to students as they work to answer the Student Questions.
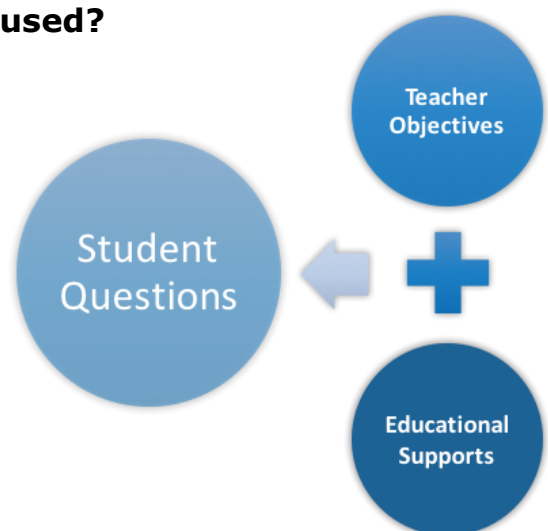
SDLMI Frequently Asked Questions (FAQs)

What kinds of goals will my students set with the SDLMI?

Examples of goals related to academic achievement:

- Building content-specific skills (e.g., English skills)
- Being prepared for class (e.g., bringing books, doing homework)
- Improving skills that support academic achievement (e.g., note-taking, organization)

Examples of goals related to personal achievement:

- Building personal skills (e.g., nutrition or exercise goals)
- Participating in extracurricular activities (e.g., band, clubs)
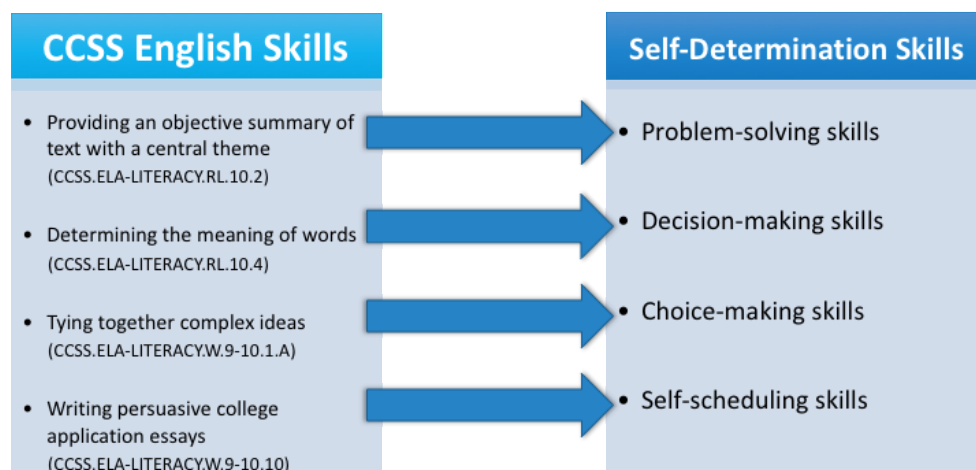- Volunteering or getting community service experience

Examples of goals related to post-school endeavors:

- Researching higher education (e.g., enrolling in college/university classes)
- Securing competitive employment (e.g., identifying careers that are of interest or internship opportunities)
- Participating in community activities and services (e.g., joining a community group, exploring resources in the community)

How can the SDLMI support my students' academic achievement?

- Skills associated with self-determination increase academic achievement and progress. Teachers are often already targeting these skills indirectly and the SDLMI formalizes the process.

- Below is an example of the alignment of 9th/10th English/Language Arts (ELA) Common Core State Standards (CCSS) and skills associated with self-determination.

CCSS English Skills	Self-Determination Skills
• Providing an objective summary of text with a central theme (CCSS.ELA-LITERACY.RL.10.2)	• Problem-solving skills
• Determining the meaning of words (CCSS.ELA-LITERACY.RL.10.4)	• Decision-making skills
• Tying together complex ideas (CCSS.ELA-LITERACY.W.9-10.1.A)	• Choice-making skills
• Writing persuasive college application essays (CCSS.ELA-LITERACY.W.9-10.10)	• Self-scheduling skills

SDLMI FAQs (continued)

How can the SDLMI be incorporated into transition planning?

- As teachers collaborate with students to prepare for their transition from high school to adult life, the SDLMI can be a valuable tool for setting goals around future employment, education, or community life. Students can set goals that are integrated into transition planning materials, like Individualized Education Programs (IEPs) or Individualized Plans for Employment (IPEs).

- Some students may also use the SDLMI to plan for the role they wish to take on within transition planning teams through developing their leadership, communication, and self-advocacy skills.

- Check out the **SDLMI Teacher's Guide Supplement: Implementing the SDLMI to Enhance Transition Planning** for more guidance at: www.self-determination.org.

How much time will implementing the SDLMI take?

- When implemented with the whole class, materials are designed so that teachers can embed 15-minute lessons twice a week on skills related to the SDLMI (e.g., identifying a goal, solving a problem). For more information on whole-class implementation, see the **SDLMI Teacher's Guide Supplement: Implementing the SDLMI with the Whole Class** at: www.self-determination.org.

- When implemented one-on-one or in small groups, often with students with more significant support needs, teachers can provide instruction for 15-30 minutes twice a week supporting students to work through the SDLMI phases, often during time dedicated to individualized goals (e.g., IEP goals) or transition planning. See the **SDLMI Teacher's Guide Supplement: Supporting Students with Complex Communication Needs to Engage with the SDLMI** at: www.self-determination.org.

- Because the SDLMI is highly individualized based on the student and class needs, there can be variability in the time devoted to supporting its implementation based on student and class support needs.

How can I infuse the SDLMI outside of explicit SDLMI instruction?

- Teachers should infuse key words and prompts to think about goals during all instruction. This supports students to continue to focus on their goals and implementing their action plans.

- Students will work towards goals during regular content instruction and monitor their progress using their action plans.

- It is important to remember that when using the SDLMI, teachers support students, but **students self-direct the process**.

SDLMI FAQs (continued)

Who can benefit from the SDLMI?

- **All students!** The SDLMI is designed to be individualized to student needs, and thus teachers can enable students with a range of support needs, including those with the most extensive support needs, to set and go after goals using the SDLMI.

- When implementing the SDLMI with students with significant support needs, teachers are encouraged to build upon cognitive and communication supports the student is familiar with, such as visual representation of concepts (e.g., goal, plan) or assistive technology. See the **SDLMI Teacher's Guide Supplement: Supporting Students with Complex Communication Needs to Engage with the SDLMI** at: www.self-determination.org.

How can I implement the SDLMI in culturally responsive ways?

- The SDLMI is flexible and can incorporate students' cultural and linguistic contexts.

- Involving families in the SDLMI process will allow teachers to integrate a family's unique preferences, beliefs, and values into the SDLMI process. Teachers can open a dialogue about self-determination with families through written communication or in-person meetings, and incorporate this information as they support students to go after their self-selected goals.

Do I implement the SDLMI by myself or can I work with other people?

- Teachers can collaborate with other teachers, school professionals (or related service providers), peer mentors, family members, and students to implement the SDLMI most effectively!

- Teachers primarily provide explicit instruction on skills associated with self-determination, and their instruction is informed and supported by other people who support the student in a variety of contexts (e.g., home, extracurricular activities).

How long do I need to implement the SDLMI?

- By progressing through the phases of the SDLMI over and over again with multiple goals, students strengthen their self-determination. So, **the more opportunities and repetition, the better!**

How does the SDLMI work?
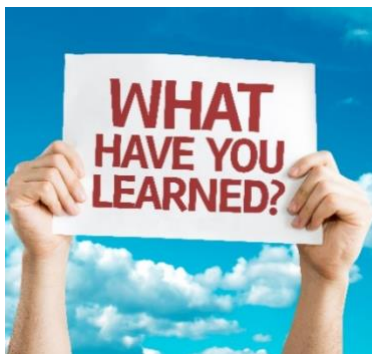
Phase 1: Set a Goal

- ➤ The teacher follows the Teacher Objectives for each Student Question that guide them in how to support students in determining their goal

- ➤ The teacher provides Educational Supports (e.g., teaching choice-making skills, engaging in strengths assessments)

- ➤ By meeting Teacher Objectives, the teacher enables students to answer the four Student Questions and solve the problem of Phase 1, **What is my goal?**:

  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?

Phase 2: Take Action

- ➤ The teacher follows the Teacher Objectives that guide them in how to support the student in developing and enacting an action plan

- ➤ The teacher provides Educational Supports (e.g., how to self-instruct, how to self-monitor)

- ➤ By meeting Teacher Objectives, the teacher enables students to answer the four Student Questions and to solve the problem of Phase 2, **What is my plan?**:

  5. What can I do to learn what I don't know?

  6. What could keep me from taking action?

  7. What can I do to remove these barriers?

  8. When will I take action?

Phase 3: Adjust Goal or Plan

- ➤ The teacher follows the Teacher Objectives that guide them in how to support the student in determining what they have learned

- ➤ The teacher provides Educational Supports (e.g., how to self-evaluate)

- ➤ By meeting Teacher Objectives, the teacher enables students to answer the four Student Questions and to solve the problem, **What have I learned?**:

  9. What actions have I taken?

  10. What barriers have been removed?

  11. What has changed about what I don't know?

  12. Do I know what I want to know?

SDLMI Implementation Description

The SDLMI can be implemented in a variety of settings with students with and without disabilities. Below is information on key considerations for teachers when implementing the SDLMI. More information on implementing the SDLMI with a whole class, with students with complex communication needs, and as a part of transition planning can be found in the **SDLMI Teacher's Guide Supplements at: self-determination.org.**

- **Planning and Scheduling**
  The frequency and duration of instruction will vary based upon the setting and students' support needs. Consider creating a schedule to provide instruction on skills related to self-determination approximately twice per week, while recognizing that the amount of time per session should be individualized based on the curricular content of your class.

  The supplement for whole-class implementation includes a sample schedule, while the supplement for implementation with students with complex communication needs provides strategies for supporting students with complex communication needs to follow the sequence of Student Questions.
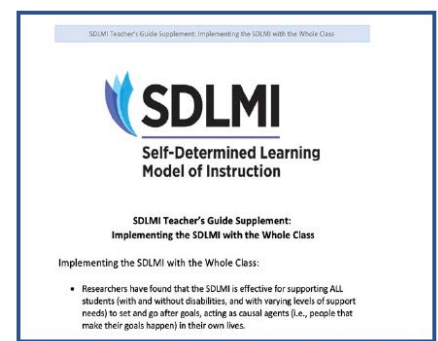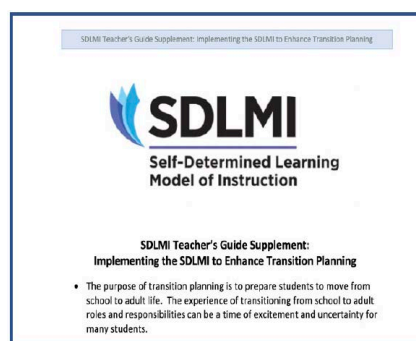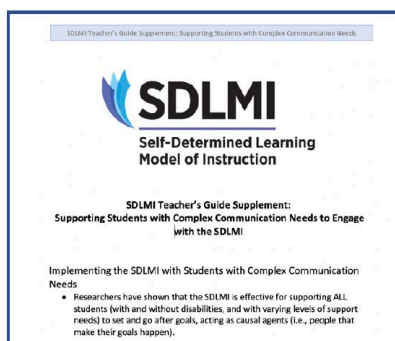
- **Instructional Strategies**
  The SDLMI is a teaching model designed to be overlaid on existing curriculum, and as such, teachers should plan instruction and activities tailored to the unique strengths and needs of their students. Considerations for instructional strategies will vary depending upon the context.

  During whole-class implementation, students may benefit from multiple instructional formats (e.g., think-pair-share, whole-class discussions). When implementing the SDLMI with students with complex communication needs, the teacher may choose activities to make the concepts more concrete and linked to communication methods that the student is already familiar with. Teachers supporting students during transition planning may embed instruction related to the SDLMI in activities such as career interests assessments, job exploration, or community involvement.

See the following SDLMI supplements for additional information about SDLMI implementation:
- ✓ *Supporting Students with Complex Communication Needs to Engage with the SDLMI*

- ✓ *Implementing the SDLMI to Enhance Transition Planning*

- ✓ *Implementing the SDLMI with the Whole Class*

Tips on Working through the SDLMI Phases

STUDENT VOICE	Support the student to answer the Student Questions. Make sure the student's responses are document in some form (e.g., written, pictures, audio recorded). Keep the focus on the student and their self-initiation of 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, 23). When possible, support students to use student-directed Educational Supports (e.g., self-reinforcement, choice making, etc.).
PRACTICE	Students should initially practice progressing through the 12 Student Questions with a goal that can be completed in a short period of time (2-4 weeks). This goal could focus on engaging in a recreational activity, doing a social activity, or another area based on the students' interests. Teachers then support students to continue to use the SDLMI to set more complex goals over time. This reinforces the idea that students will use the SDLMI questions on a continuous basis throughout their lives to set and achieve their goals.
MOTIVATION	Following the initial "practice" goal, work on one goal in a high-interest area so the student finds it easier to focus, be more productive, and have a more satisfying experience using the SDLMI. The goal should be one that the student selects (with guidance from the teacher).
CYCLE	The SDLMI supports students in cycling through goal setting and action planning several times as they rethink strategies and assess progress. Rather than a straight line, the journey a student takes may weave back and forth through the phases of the model as they determine the desired goal and most effective action plan to achieve their goal.
ADAPTATION	When students self-evaluate progress toward the goal (Phase 3), they may set a more complex or more narrowly-focused goal that targets what they really want to learn, but were not initially able to pinpoint. This adaptation is a crucial part of the process and promotes the development of self-regulatory skills and behavioral flexibility.
ENCOURAGEMENT	When students are evaluating the progress they have made towards a goal, teachers can support them to focus on success and emphasize that revising goals and action plans is a part of the process and not an indication of not being successful, but instead it is a way to learn and grow.

Preliminary Conversations

Through a series of conversations or mini-lessons (brief, 15-minute lessons), teachers can explain that the purpose of the SDLMI is for teachers and students to work collaboratively to learn how to **solve problems**, **set goals**, and **learn what they need to know to get what they want in life**. It is important to remember that:

- Mini-lessons allow teachers to provide content instruction on skills associated with self-determination in a relatively short period of time, and then create opportunities for ongoing practice as these skills are embedded in ongoing instructional activities.
- Student needs may vary, but all students can succeed with the right supports.
- Teachers should only provide as much support as is necessary for the student to succeed, and fade support or identify other supports (e.g., technology, peers) as the student gains expertise.
- Teachers can use effective listening techniques such as restating what the student is expressing to promote greater engagement and collaboration.

Define Self-Determination

Before beginning the SDLMI, it can be helpful for students to come up with a shared understanding of what self-determination is and how all people use self-determined actions in their lives to set and achieve their goals. Teachers can use the following student-friendly definition:

> Being self-determined means acting or causing things to happen
> as you set and work toward goals in your life.

Discuss Key Terms used throughout the Problem-Solving Process

Goal	• Something you set out to do, something you work to make happen • **Example**: Becoming a student body representative
Problem	• Something that keeps people from getting what they want • **Example**: Wanting to succeed in math class, but not knowing how
Plan	• A detailed set of steps for doing or achieving something • **Example**: Reading 10 minutes of a book each day to work on reading
Evaluate	• Looking at what you have done and determining if you achieved what you set out to do • **Example**: Looking at Biology quiz scores and determining if your plan to improve your grade worked

Describe teacher and student roles
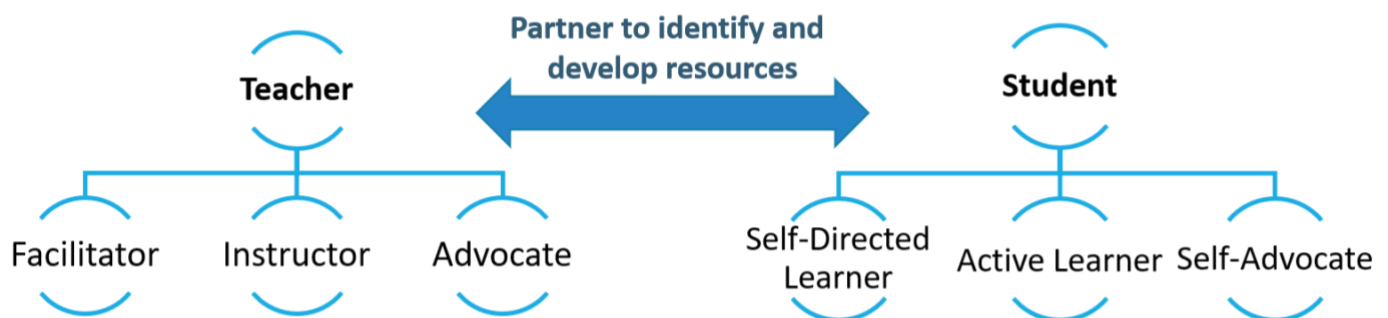
When teachers use the SDLMI, they take on multiple roles…

Facilitator
Teachers are facilitators of the process in that they do what it takes to enable students to succeed by using the Teacher Objectives and Educational Supports and enabling students to grow and develop their self-determined actions.

Instructor
Teachers are instructors because they deliver instruction that enables students to answer the questions and complete tasks identified in the Teacher Objectives.

Advocate
Teachers act as advocates by letting students know they can succeed, by removing barriers in the environment, and by working with the student to achieve shared goals.

When students receive instruction with SDLMI, they take on multiple roles…

Self-Directed Learner
Students self-direct the learning process. Note that self-direction is not the same as independent performance – we all need supports to make progress toward goals. The SDLMI helps teachers to support students to actively engage in the process and, in so doing, more actively direct and initiate their learning.

Active Learner
Students are active learners in that they act in collaboration with the teacher and grow in their direction over the learning process.

Self-Advocate
Students self-advocate by communicating interests, preferences, beliefs, and goals.

Troubleshooting and the SDLMI

Scenario	Suggested Strategy	Positive Outcome
A student doesn't want to work on a goal related to the class content.	For the first goal, teachers can support students to pick a goal outside of the class content topics (e.g., extracurricular activities, hobbies) to enhance motivation.	This strategy sets the stage for students to be more engaged in the goal-setting process because it is about a goal that they are interested in.
A student identifies a goal that is too long-term, making it difficult to attain.	Teachers should discuss options of possible short-term goals that would support the student in meeting the long-term goal (e.g., checking out a book from the library to learn about a career in photography). Teachers can also focus on the learning process and support students to recognize the difference between short- and long-term goals as they work through the SDLMI, especially Phase 3.	By offering short-term goal suggestions and examples, the teacher provides the student with an idea of how a short-term goal can be in service of a larger, long-term goal.
When implemented with a large class, a teacher is overwhelmed with the variety of goals that students set.	Teachers can select broad goal area "buckets" for students to target a specific goal within to support individualized goals that still relate to class content. This will benefit all students and make tracking and class conversations easier.	The teacher provide students with opportunities to individualize their goals but still limits the range of goal areas to target content in the classroom, making goal setting and evaluation manageable across all students in the class.
A teacher has explained why promoting self-determination is important to the family, but they are unsure about how to support self-determination at home.	Teachers can take time to listen to the family's interests related to developing skills associated with self-determination. After building trust, the teacher might suggest a goal area and possible goal that would match the family's vision of what they want for their child and share resources being used at school.	The teacher and family partner to identify goal areas and possible goals that would improve the student's opportunities to engage in self-determined action while aligning with the student and family's aspirations.
A student's family is unsure of goals their child is working on in class.	Throughout implementation, teachers should encourage students to discuss their goal and progress with their families. Teachers should also include "Class SDLMI Updates" in their correspondence with families.	Sharing student goals and their progress with families promotes partnerships and communication between students, families, and teachers, and can also support students in achieving their goals.

Scenario	Suggested Strategy	Positive Outcome
A student with more significant support needs is struggling to understand the language in the Student Questions.	The teacher can present visual representations of the purpose of the Student Question with options for the student to choose from (e.g., the teacher presents an image of the student at the desk and then 3 images of areas for them to work on for Student Question 1).	The student is able to engage in the process and express themselves through visual representation. With ongoing exposure the student will build more skills to enable greater participation.
A teacher is struggling with when to support students with disabilities with transition planning in their inclusive general education class.	The general education teacher can collaborate with the special education teacher to create unique SDLMI goal areas for students working on transition planning to choose from (e.g., connecting class content/skills to future education or employment outcomes).	Students with transition plans become involved in linking their current classwork (e.g., Math) to transition goals (e.g., recording class assignments and self-monitoring progress using a digital calendar).

SDLMI Phase Flow Charts

Self-Determined Learning Model of Instruction
Phase 1: Set a Goal
Student Problem to Solve: What is my goal?

Student Questions

Teacher Objectives
And Primary Educational Supports*

1. What do I want to learn?

1a. Enable student to identify specific strengths and instructional needs
☐ Student self-assessment of interests, abilities, and instructional needs
1b. Enable student to communicate preferences, interests, beliefs and values
☐ Communication instruction
1c. Enable student to prioritize needs
☐ Decision-making instruction, problem-solving instruction

2. What do I know about it now?

2a. Enable student to identify current status in relation to the instructional need
☐ Problem-solving instruction, decision-making instruction
2b. Enable student to gather information about opportunities and barriers in their environments
☐ Awareness instruction, self-advocacy instruction

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

3a. Enable student to decide if actions will be focused on capacity building, modifying the environment or both
☐ Decision-making instruction, problem-solving instruction
3b. Enable student to choose a need to address from the prioritized list
☐ Choice-making instruction

4. What can I do to make this happen?

4a. Enable student to state a goal and identify criteria for achieving goal
☐ Goal-setting instruction

Go to Phase 2 →

*In addition to the Primary Educational Supports, other supports may be used as needed. See pages 23-29 for more information.

Self-Determined Learning Model of Instruction
Phase 2: Take Action
Student Problem to Solve: What is my plan?

Student Questions	Teacher Objectives
	And Primary Educational Supports*

5. What can I do to learn what I don't already know?

5a. Enable student to self-evaluate current status and self-identified goal status
  ☐ Goal attainment instruction

6. What could keep me from taking action?

6a. Enable student to determine plan of action to bridge gap between self-evaluated current status and self-identified goal status
  ☐ Goal attainment instruction, self-management instruction

7. What can I do to remove these barriers?

7a. Collaborate with student to identify appropriate instructional strategies
  ☐ Communication instruction
7b. Teach student needed student-directed learning strategies
  ☐ Antecedent cue regulation instruction
7c. Support student to implement student-directed learning strategies
  ☐ Self-instruction, self-scheduling instruction
7d. Provide mutually agreed upon teacher-directed instruction

8. When will I take action?

8a. Enable student to determine schedule for action plan
  ☐ Self-scheduling instruction
8b. Enable student to implement action plan
  ☐ Self-instruction
8c. Enable student to self-monitor progress
  ☐ Self-monitoring instruction

Go to Phase 3

*In addition to the Primary Educational Supports, other supports may be used as needed. See pages 23-29 for more information.

Self-Determined Learning Model of Instruction
Phase 3: Adjust Goal or Plan
Student Problem to Solve: What have I learned?

Student Questions	Teacher Objectives
	And Primary Educational Supports*

9. What actions have I taken?

9a. Enable student to self-evaluate progress toward goal achievement
☐ Self-evaluation instruction, self-recording instruction

10. What barriers have been removed?

10a. Collaborate with student to compare progress with desired outcomes
☐ Self-monitoring instruction, self-evaluation instruction

11. What has changed about what I don't know?

11a. Support student to re-evaluate goal if progress is insufficient
☐ Goal attainment instruction
11b. Assist student to decide if goal should remain the same or change
☐ Decision-making instruction
11c. Collaborate with student to identify if action plan is adequate or inadequate given revised or retained goal
☐ Self-evaluation instruction
11d. Enable student to choose a need to address from the prioritized list
☐ Choice-making instruction

12. Do I know what I want to know?

12a. Enable student to decide if progress is adequate, inadequate, or if goal has been achieved
☐ Self-evaluation instruction, self-reinforcement instruction

*In addition to the Primary Educational Supports, other supports may be used as needed. See pages 23-29 for more information.

Alternate Phrasing for Student Questions

Phase 1 Student Questions	Alternate Phrasing
1. What do I want to learn?	What do I want to do? What do I want to know about? What goal do I want to work on?
2. What do I know about it now?	What can I tell someone about it?
3. What must change for me to learn what I don't know?	Do I need to change? Should I try to change something else?
4. What can I do to make this happen?	What can I do to make these changes?

Phase 2 Student Questions	Alternate Phrasing
5. What can I do to learn what I don't know?	Where do I start? What is the first step?
6. What could keep me from taking action?	What is in my way? What is stopping me?
7. What can I do to remove these barriers?	How can I get these things out of my way? How can I fix the problem? What can I do to remove these problems? How can I fix it?
8. When will I take action?	When do I start? When will I begin?

Phase 3 Student Questions	Alternate Phrasing
9. What actions have I taken?	What have I done? What is the result? Is my plan working?
10. What barriers have been removed?	What problem has been removed? What problem have I solved?
11. What has changed about what I don't know?	What have I learned? What progress have I made? What has changed about my situation?
12. Do I know what I want to know?	Did I learn what I wanted to learn? Did I reach my goal?

Educational Supports

Antecedent Cue Regulation Instruction

What is **antecedent cue regulation instruction**?	The teacher supporting the student to use cues to initiate a desired action(s)
What does teaching **antecedent cue regulation** look like?	The teacher instructing the student on how to use visual, object/tactile, or auditory cues as a prompt to engage in a particular action(s)
How can teachers use **antecedent cue regulation instruction** to meet SDLMI Teacher Objectives?	To meet Teacher Objective 7b, the teacher can support the student to use self-prompting to engage in actions to meet their goal, such as visual prompts (e.g., using an advanced organizer to organize content), object/tactile prompts (e.g., using a vibrating watch alert for reminders), or auditory prompts (e.g., using an app that beeps for reminders).

Awareness Instruction

What is **awareness instruction**?	The teacher supporting the student to identify their support needs, interests, abilities, and how their actions affect others
What does teaching **awareness** look like?	The teacher initiating conversations that discuss what interests, abilities, disabilities, and support needs are, with a focus on positive self-image and self-confidence
How can teachers use **awareness instruction** to meet SDLMI Teacher Objectives?	To meet Teacher Objective 2b, the teacher can support the student to gather information about their environment(s), like classes and extracurricular activities, and reflect on how they relate to their needs, interests, and abilities.

Choice-making Instruction

What is **choice-making instruction?**	The teacher supporting the student to select from two or more options based on the student's preference
What does teaching **choice making** look like?	The teacher instructing the student on how to identify possible options and select one across domains based on goals, interests, and needs
How can teachers use **choice-making instruction** to meet SDLMI Teacher Objectives?	To meet Teacher Objective 3b, the teacher can support the student to choose a need from their prioritized list, such as choosing to focus on study habits rather than time management.

Communication Instruction

What is **communication instruction?**	The teacher supporting the student to develop non-verbal (e.g., looking at a person) and active (e.g., responding to questions, initiating conversations) communication skills
What does teaching **communication** look like?	The teacher instructing the student on how to self-identify strengths in communication (e.g., showing continued interest in a conversation), and the teacher suggesting areas for improvement (e.g., responding with a relevant statement or answer)
How can teachers use **communication instruction** to meet SDLMI Teacher Objectives?	To meet Teacher Objective 7a, the teacher can support the student in initiating a conversation to identify appropriate instructional strategies by modeling how to start the conversation and explaining the reasoning for having it.

Decision-making Instruction

What is **decision-making instruction?**	The teacher supporting the student to identify various options and weigh the potential outcomes of these options
What does teaching **decision making** look like?	The teacher instructing the student on how to decide on a course of action based on identifying and weighing options and associated outcomes, such as creating a chart of the pros and cons
How can teachers use **decision-making instruction** to meet SDLMI Teacher Objectives?	To meet Teacher Objective 3a, the teacher can support the student to identify the best support for a given situation after identifying multiple possible supports.

Goal Attainment Instruction

What is **goal attainment instruction?**	The teacher supporting the student to use concrete and specific methods to achieve their self-selected goals
What does teaching **goal attainment** look like?	The teacher instructing the student to identify *how* they can achieve their goal, including developing a plan to self-monitor and evaluate their progress toward a goal
How can teachers use **goal attainment instruction** to meet SDLMI Teacher Objectives?	To meet Teacher Objective 6a, the teacher can support the student in creating an action plan that will result in attaining the self-selected goal, which could include supports (e.g., other people, technology) the student will need to achieve the goal.

Goal-setting Instruction

What is **goal-setting instruction?**	The teacher supporting the student to consider their strengths, interests, and aspirations to set a specific, measurable, and observable goal
What does teaching **goal setting** look like?	The teacher instructing the student on how to identify the criteria that will determine if they have achieved their goal or not, like attending morning tutoring sessions 3 out of 5 school days
How can teachers use **goal-setting instruction** to meet SDLMI Teacher Objectives?	To meet Teacher Objective 4a, the teacher can support the student in learning the components of a goal, including an observable action or occurrence, criteria for achieving the goal, and target goal attainment date.

Problem-solving Instruction

What is **problem-solving instruction?**	The teacher supporting the student to use strategies to figure out how to identify a problem and generate possible solutions to the problem
What does teaching **problem solving** look like?	The teacher instructing the student on how to (1) define the problem, (2) identify one or more solutions, (3) implement a solution, and (4) evaluate the effectiveness of the solution
How can teachers use **problem-solving instruction** to meet SDLMI Teacher Objectives?	To meet Teacher Objective 2a, the teacher can support the student to define what they want to learn (the problem) and identify what they know about it (their current status).

Self-advocacy Instruction

What is **self-advocacy instruction?**	The teacher supporting the student to express and explain their needs as they are working toward their goal
What does teaching **self-advocacy** look like?	The teacher instructing the student on how to assert themselves in their environment(s), including what they want and the supports they need to make it happen
How can teachers use **self-advocacy instruction** to meet SDLMI Teacher Objectives?	To meet Teacher Objective 2b, the teacher can support the student to learn about the available resources in their environment(s) (e.g., school, home) and how they can seek the ones that will help them achieve their goal, such as asking to meet with a teacher to go over an assignment.

Self-assessment of Interests, Abilities, and Instructional Needs

What is **self-assessment of interests, abilities, and instructional needs?**	The teacher supporting the student to determine what they enjoy, do well, and need to learn
What does teaching **self-assessment of interests, abilities, and instructional needs** look like?	The teacher instructing the student on how to either list their interests, abilities, and instructional needs or review a teacher-generated list of interests, abilities, and instructional needs and select areas that they identify with
How can teachers use **self-assessment of interests, abilities, and instructional needs** to meet SDLMI Teacher Objectives?	To meet Teacher Objective 1a, the teacher can support the student to identify strengths and instructional needs by creating a survey of a class skills that the student uses to self-rate their level of perceived competency in each skill.

Self-evaluation instruction

What is teaching **self-evaluation?**	The teacher supporting the student to go through the process of comparing their progress with their desired outcomes (e.g., self-selected goal)
What does teaching **self-evaluation** look like?	The teacher instructing the student on how to compare their progress using their self-monitoring system (e.g., planner, to-do list) with the goal that they set for themselves and deciding if their goal or plan needs to change
How can teachers use **self-evaluation instruction** to meet SDLMI Teacher Objectives?	To meet Teacher Objective 9a, the teacher can support the student to self-evaluate their progress toward goal achievement by reviewing what they have done in service of their goal (e.g., taken more notes) and what they set out to do after Phase 1 (e.g., improve quantity of notes taken).

Self-instruction

What is teaching **self-instruction?**	The teacher supporting the student to use self-prompts to help complete an action while working towards their goal
What does teaching **self-instruction** look like?	The teacher instructing the student on how to (1) identify what they need to do, (2) select a way to remind themselves about what to do, (3) practice using the self-instruction strategy in service of the goal
How can teachers use **self-instruction** to meet SDLMI Teacher Objectives?	To meet Teacher Objective 8b, the teacher can support the student to use their self-prompts to complete actions in their plan, such as asking themselves to identify story elements (e.g., main idea, plot) of a reading passage as they are reading.

Self-management Instruction

What is **self-management instruction?**	The teacher supporting the student to use a variety of skills (e.g., self-monitoring, self evaluation) to determine if they are taking actions that are aligned with their self-selected goal and adjust those actions when needed
What does teaching **self-management** look like?	As an umbrella term for other Educational Supports, including self-scheduling and self-instruction, the teacher supports a student in self-managing by providing instruction on specific strategies and how to use them together to manage their progress toward a goal
How can teachers use **self-management instruction** to meet SDLMI Teacher Objectives?	To meet Teacher Objective 6a, the teacher can support the student in determining a plan of action to bridge the gap between self-evaluated current status and self-identified goal status by supporting the student to identify the tasks and strategies they will need to achieve their goal (e.g., self-monitoring with a checklist).

Self-monitoring Instruction

What is **self-monitoring instruction?**	The teacher supporting the student to self-assess and self-record their progress towards a goal
What does teaching **self-monitoring** look like?	The teacher instructing the student on how to observe and record their own performance, like checking off a list of school assignments each day as they complete them
How can teachers use **self-monitoring instruction** to meet SDLMI Teacher Objectives?	To meet Teacher Objective 8c, the teacher can support the student in tracking their progress by providing examples of how the student can self-monitor (e.g., use a checklist, planner, calendar).

Self-recording Instruction

What is **self-recording instruction?**	The teacher supporting the student to record their target actions, which is usually by marking whether the action is present or absent
What does teaching **self-recording** look like?	The teacher instructing the student on how to record when they have completed an action in service of their self-selected goal (e.g., checklist, reminder app)
How can teachers use **self-recording instruction** to meet SDLMI Teacher Objectives?	To meet Teacher Objective 9a, the teacher can support the student in self-evaluating progress toward goal achievement by modeling how to record when they have completed actions in their plans and providing students opportunities to practice self-recording.

Self-reinforcement Instruction

What is **self-reinforcement instruction?**	The teacher supporting the student to reward themselves (with a small break or preferred activity) when they engaged in a target action that is part of their plan
What does teaching **self-reinforcement** look like?	The teacher instructing the student on how to know when they should reinforce their positive actions toward goal achievement and reasonable reinforcers (e.g., one 5-minute video on YouTube in between tasks)
How can teachers use **self-reinforcement instruction** to meet SDLMI Teacher Objectives?	To meet Teacher Objective 12a, the teacher can support the student in self-reinforcing when they evaluate their progress on their goal (adequate, inadequate, or goal achieved) and look forward to the next goal-setting process!

Self-scheduling Instruction

What is **self-scheduling instruction?**	The teacher supporting the student to arrange their schedule based on their needs and preferences to achieve their goal
What does teaching **self-scheduling** look like?	The teacher instructing the student on how to identify when tasks/activities need to be done, prioritizing them based on importance, and incorporating that information in a system (e.g., planner, prompting system)
How can teachers use **self-scheduling instruction** to meet SDLMI Teacher Objectives?	To meet Teacher Objective 8a, the teacher can support the student in determining the schedule for their action plan and adding that information to a planner or checklist that they can use while implementing their plan

Whole-Class Implementation of the SDLMI Case Study: Ms. Whitmoore and Mr. Elliott

Background
Ms. Whitmoore teaches high school English, and her school started an initiative to promote all students' abilities to self-direct their learning by teaching self-regulation and goal-setting and attainment skills. All English teachers will implement the *Self-Determined Learning Model of Instruction* (SDLMI) in their classrooms in collaboration with the grade level special education teacher. To support implementation across her English classes, Ms. Whitmoore and Mr. Elliott, a special education teacher, collaborate and co-plan (1) mini-lessons to provide explicit instruction on skills associated with self-determination and (2) opportunities for all students to practice those skills during English instruction. This case study illustrates how a general and special education teacher can collaborate to support *all* students to enhance their self-determination by setting and going after goals linked to the curriculum.

Preliminary Conversations
After participating in an SDLMI training and reviewing examples from the SDLMI Teacher's Guide and mini-lessons, Ms. Whitmoore and Mr. Elliot plan three mini-lessons to kick off the SDLMI in their English classroom. These mini-lessons will occur at the start of class 2-3 times per week, and Ms. Whitmoore will focus on interweaving the content from the mini-lessons throughout regular instructional time. The first lesson leads students in a discussion of: (1) what is self-determination (most students have never heard the term, so Ms. Whitmoore and Mr. Elliot provide a lot of examples); (2) how the SDLMI works and what it can do for students; and (3) key terms that they will be using (e.g., *goal, plan, barrier, evaluate*). They also discuss student and teacher roles in the SDLMI process, focusing on how they are going to be shifting their teaching practices (which Ms. Whitmoore and Mr. Elliot identify as a goal for themselves) to enable students to take more ownership and responsibility for setting goals for their learning, tracking, and evaluating their progress. These mini-lessons help Ms. Whitmoore and Mr. Elliott learn about their students (e.g., interests, long-term goals) before they start Phase 1 of the SDLMI. They learn that students are interested in the idea of setting their own goals, but don't seem too excited yet as they don't know what to expect. To start Phase 1 of the SDLMI with the whole class, Ms. Whitmoore and Mr. Elliott pre-plan how they can support students. Since most of the students have never set an English learning goal for themselves, their teachers work to identify curricular area "buckets" that might be useful for students to consider. They narrow the list down to 3 areas: (1) *Reading Preparedness*, (2) *Writing Organization*, and (3) *Note-taking*.

Phase 1: Enable students to set a goal

Student Question 1: What do I want to learn?

Ms. Whitmoore and Mr. Elliott ask students to consider which goal area "bucket" (*reading preparedness*, *writing organization*, or *note-taking*) would be most helpful to improve on in English class and which areas they are good at and need more support to learn about. They ask students to consider what their ultimate goal is in English class. Many students focus on academic achievement (e.g., "get an A, so I have a better GPA," "improve my writing so I write better college essays").

Student Question 2: What do I know about it now?

After students identify what they want (or need) to learn more about, Ms. Whitmoore plans for another mini-lesson. Ms. Whitmoore and Mr. Elliott pose questions to the class, like *What are you currently doing in this area?* and *What are the things that help you do this now?* They rotate among small groups to listen to students' answers and ask them to expand on their responses. Individually, students complete a resource listing their strengths and areas of needed improvement related to their self-identified goal area. Ms. Elliott asks a few students to share their responses with the whole class, so students can learn from each other. A few students share that taking organized notes in class helps them study, and others indicate that reading assigned text on time is challenging. For an example of a student's self-identified strengths and areas of needed improvement, see Luca's case study on page 36!

Student Question 3: What must change for me to learn what I don't know?

Using the students' strengths and areas of needed improvement resource from the previous mini-lesson, Ms. Whitmoore and Mr. Elliott plan for another mini-lesson focused on supporting students in prioritizing an area for improvement. They review terms like *barriers* and *pathways* and ask students to discuss in small groups steps that they would have to take to learn new things (e.g., organizing notes more effectively), change their environment (e.g., turning off their phone while reading for class), or both to make progress on their goal. Mr. Elliott then facilitates a whole-class discussion, and students write down the main area that they want to change. Mr. Elliott asks students to think about this until the next lesson and note when they run into barriers.

Student Question 4: What can I do to make this happen?

Over several days, Ms. Whitmoore and Mr. Elliot prompt students during class to identify barriers. Then, to take the next step in the SDLMI, they organize an activity focused on enabling students to state their goals and identify criteria for meeting them. The teachers provide multiple examples of possible goals (e.g., "I will pre-read for 30 minutes each day before English class, so I am prepared for the class discussion.") Students write their goals and criteria, share them with a peer, and check that they state *what* the goal is, *when* they will work on it, and *how* they will meet their goal. Most students seem excited about getting to write their own goals, and Mr. Elliott asks students to keep thinking about these goals during English class.

Phase 2: Enable students to develop an action plan

Student Question 5: What can I do to learn what I don't already know?
After students set goals, Mr. Elliott and Ms. Whitmore begin brainstorming how they can get students to set action plans to achieve those goals. They start with Student Question 5 and prepare a mini-lesson where they ask students to compare their current status to where they would like to be with their goal. Then, they identify 3 steps the students can take. The teachers provide students with multiple examples from their own lives and prompt students to work in pairs and share their conclusions. Ms. Whitmoore and Mr. Elliott rotate among the pairs and pose questions including *What's a small step you could take to reach your goal?* and *What's a big step you could take to reach your goal?*

Student Question 6: What could keep me from taking action?
One week following the Student Question 5 mini-lesson, Ms. Whitmoore reviews the meaning of the term *barrier* with the class. She then prompts students to generate a list of barriers that could keep them from implementing a plan to reach their goals (e.g., not having enough time before English class to read because of soccer practice). To wrap up this mini-lesson, Ms. Whitmoore asks each student to share their greatest barrier with the whole class. She asks them to think about the barriers they encounter until the next SDLMI mini-lesson.

Student Question 7: What can I do to remove these barriers?
Mr. Elliott asks students to identify when they encountered the barriers on their list from last time. He then facilitates a discussion about possible solutions for several barriers identified by students. Ms. Whitmoore and Mr. Elliott split the class into two groups, and while the class works on a review for an upcoming test, they each meet with one student at a time in their respective groups to briefly discuss possible solutions and how they can support the student with additional supports. They talk with students about self-monitoring strategies like setting blocks of times to not look at their phones or social media.

Student Question 8: When will I take action?
To further support students in generating a plan for working toward their own goals, Ms. Whitmoore dedicates a mini-lesson to developing self-monitoring and self-scheduling systems. She provides information on various types of paper- and computer-based (e.g., apps) self-scheduling supports and asks students to consider what type would work best for them. At the end of the mini-lesson, students are tasked with identifying when they will implement their action plans and how they will use the self-regulation strategies.

Students implement their action plans!
As students implement their action plans, Ms. Whitmoore and Mr. Elliott embed opportunities for students to share and reflect on their progress towards their goals during

ongoing instruction in English class. They check in on the progress students are showing on their self-monitoring tools, reference students' goal areas throughout lessons and class activities, and prompt students to continue to engage in implementing their action plans. For example, when assigning the reading for next class, Ms. Whitmoore and Mr. Elliott mention considerations for students with a goal related to pre-reading given the length of the reading assignments. Mr. Elliott provides additional opportunities for students with disabilities to discuss progress.

Phase 3: Enable students to adjust goal or plan

Student Question 9: What actions have I taken?
After students have had several days to implement their action plans, Ms. Whitmoore and Mr. Elliott initiate a conversation about evaluating progress. They ask students to review their self-regulation systems and describe their progress toward goal achievement with a peer. They rotate around the classroom asking students to elaborate on the actions they have taken to meet their goals and areas that they think they could improve upon.

Student Question 10: What barriers have been removed?
To support students in identifying the barriers that have been removed, Ms. Whitmoore and Mr. Elliott prompt students to refer to their answer to Student Question 6: *What could keep me from taking action?* They ask students to describe if and how they removed each barrier in small groups. They encourage students to celebrate successes and identify the ways that they used their strategies to overcome barriers.

Student Question 11: What has changed about what I don't know?
The teachers plan time for students to think about changes they have made that have led to progress toward their goal. They work to make sure this lesson is supportive, as they expect some students will not have made progress and they want to emphasize that this is okay and provides a new opportunity to think about different goals and/or ways to make progress. They work with students to start the process of making a decision about if they want to continue working on their goal, change their goal or action plan, or move on to working on a new goal using the SDLMI.

Student Question 12: Do I know what I want to know?
After students have evaluated what changes they experienced as they worked toward their goal, Ms. Whitmoore and Mr. Elliott guide students to think through (1) if they achieved their goal or not and (2) what the next step is. They emphasize that goal setting is an ongoing process and that goals are naturally linked together. They also provide examples of different types of action plans that might be useful to think about based on barriers students experienced in implementing their action plans. They encourage students to reinforce themselves for the progress they made and to get excited about their next goal that they will work through with the SDLMI. Mr. Elliott and Ms. Whitmoore immediately begin to plan for starting again at Phase 1, further enhancing instruction around goal setting and attainment.

Whole-Class Implementation of the SDLMI Case Study: Luca

Background
As part of a school-wide initiative, Ms. Whitmoore, a general education high school English teacher, and Mr. Elliott, a special education teacher, are implementing the *Self-Determined Learning Model of Instruction* (SDLMI), to enhance all students' abilities to self-direct their learning using self-regulation and goal-setting and attainment skills. They co-plan mini-lessons throughout the semester to provide explicit instruction on skills associated with self-determination and plan to embed opportunities to practice skills during English instruction. Luca is one of the students in Ms. Whitmoore's class this year. He is a 15-year-old junior and is very social. Luca loves spending time with his friends and participates in many extracurricular activities including soccer, bowling, and chess club. Luca's favorite academic subject has always been English because he enjoys reading and wants to be a magazine editor one day, but this year he is experiencing challenges in Ms. Whitmoore's English III class. Specifically, Luca is having trouble keeping up with class assignments. Luca receives additional supports from Mr. Elliott, the special education teacher, under the educational classification of learning disabilities.

Preliminary Conversations
Luca's first exposure to the SDLMI is during a mini-lesson where Ms. Whitmoore explains what self-determination is. Luca has never heard this term before, but he is interested in sharing more about himself and his interests and long-term goals with his peers and teachers. Because of this, he is excited to learn more about the SDLMI and what it is about, especially if it lets him focus more on things he is interested in! As Ms. Whitmoore starts to use the SDLMI with the class, she introduces some key area "buckets" that are important for all the students in the class to learn more about and build skills in. Luca finds this interesting as he never really made the connection between setting aside time (without distractions) to get ready for class and his success in class. So, he decides to focus on learning more about *Reading Preparedness* and what he can do to be more prepared to get good grades in English.

Phase 1: Set a Goal
Student Question 1: What do I want to learn? Luca begins to think about what he wants to do, after the class starts talking about SDLMI. After listening to his peers and examples from the teachers, he realizes he does not use a lot of strategies to manage his time, meaning he is always struggling to get the

assignments done. He decides he wants to try to figure out how to make sure he completes assigned reading before English class and has some main ideas listed that he can bring up during the class discussion. For example, the class has been reading *The Crucible* by Arthur Miller, and Ms. Whitmoore assigns a chapter for homework. Students are often asked to discuss plot and character developments in class. Luca rarely completes the reading assignment before class and is usually trying to do it right when class starts so he doesn't typically have ideas prepared to discuss with the group. Luca doesn't like how it feels when he is unprepared, so he thinks it might be worth a try to see if something could be different.

Student Question 2: What do I know about it now?

When he is talking with his small group, Luca realizes some kids always read the assigned readings before class and that they had specific times that they do this in the evenings. Luca's parents have been telling him that he needs to spend more time reading before class because Ms. Whitmoore has shared with families that it is important in order to be successful in her class, but he has never set aside dedicated time. So, Luca identifies that he knows that he is not reading consistently before class.

Student Question 3: What must change for me to learn what I don't know?

Luca realizes as he thinks about the mini-lesson that he needs to find ways to have consistent reading time; otherwise, it is too easy to get distracted by the phone or computer. With support from Ms. Whitmoore and Mr. Elliott, Luca generates a lot of ideas about how he can learn to be prepared for English class, including (1) using a planner to keep up with reading assignments, (2) learning how to manage his time more efficiently, and (3) looking up online examples of how to write and organize main ideas. He may also consider dropping one of his extracurricular activities, but he'd really like to avoid doing that.

Student Question 4: What can I do to make this happen?

The following week, Luca and his peers work to identify concrete goals. Luca has trouble picking from his list of strategies for taking steps toward reaching his goal because he thinks they can all work and he has heard from some of his peers that different strategies work for them. But, imagining doing all of them is really overwhelming! Ms. Whitmoore and Mr. Elliott provide goal-setting instruction as an Educational Support to enable him to write a specific goal and criteria for achieving the goal of preparing for English class.

Luca's goal: Use a planner to keep track of reading assignments and due dates, and schedule time each day to pre-read for English class. Luca writes down his goal and enters it into his planner so that he can remember and look at it often.

Phase 2: Take Action

Student Question 5: What can I do to learn what I don't already know?

While brainstorming in class, Ms. Whitmoore and Mr. Elliott encourage Luca and other students to take advantage of resources that can help them identify things they want to learn. Luca remembers that he met with the Guidance Counselor at the beginning of the semester. He decides to schedule a meeting to talk through strategies to manage his time using a planner. He also can find a time to meet with Ms. Whitmoore and Mr. Elliott to identify additional strategies for identifying the main ideas in readings, and then, try implementing some of those strategies. Because reading at home is challenging for Luca, he could explore other places to read after school (e.g., library, coffee shop).

Student Question 6: What could keep me from taking action?
After a class discussion about *barriers*, Luca reflects on the activities that occupy his time and might prevent him from achieving his goal of reading before English class. He loves spending time with his friends, and he doesn't often decline invitations to hang out with them. He remembers that his parents always say that he spends too much time with friends and not enough time on schoolwork. Also, Luca realizes that reading at home is very difficult because of all of the distractions (e.g., TV, siblings). He also, after prompting from Ms. Whitmoore, thinks about all the other class demands that he will have as the semester ends. There are a lot of assignments due at the end of the semester, and they could pile up and affect his pre-reading for English class.

Student Question 7: What can I do to remove these barriers?
As Luca continues to reflect on the barriers, he starts to feel overwhelmed and doesn't know where to start! He asks Mr. Elliott for some help during a mini-lesson. Mr. Elliott talks with Luca about self-scheduling (an SDLMI Educational Support) and how he could use a planner and a daily schedule to allocate time to prepare for English class. Luca decides he will read before dinner each day for 30 minutes at 5PM and then write down main ideas for English after he finishes reading. He puts a note in his planner to do this each day at 5PM, and he thinks this will help him make decisions about when to hang out with his friends and when to read. He will also try reading at the library so there are less distractions and notes this as the location in his planner.

Student Question 8: When will I take action?
Because the end of the semester is approaching fast, Luca decides to implement his plan starting tomorrow!

Luca implements his plan!

Phase 3: Adjust Goal or Plan

Student Question 9: What actions have I taken?
Luca spent the next week or so trying to use his planner to schedule time and stick to a

routine of completing assigned readings and due dates. And, Luca thinks he did a pretty good job! Luca liked reading at the local library because he was focused on reading without too many distractions. He even reached out to get more support on writing down the main ideas. He remembered there was some kind of a template that he had learned in class, but couldn't find it. So, he met with Ms. Whitmoore and Mr. Elliott to identify a template for writing down the main ideas for each reading. But, when discussing this in class with his peer during a lesson, Luca admits that he hasn't been totally consistent in writing down the main ideas after he reads because it was tough to make sure he read before dinnertime each day depending on the activities he had going on that day.

Student Question 10: What barriers have been removed?
Now that Luca scheduled time each day to read and write down main ideas before English class, he felt that he had more structure for each day. He knows he can keep working on this, but he has removed some barriers. When talking to Mr. Elliott, he also notes that he feels less stressed because he wasn't typically scrambling to read before class started and could pay more attention in class. Luca also found that letting his friends know he intended to read around 5PM each day was helpful in organizing his time. His friends from English class who have their own goals have even been pretty supportive as they are all trying to do things to reach their goals. Although the barrier of being distracted at home (e.g., by TV or his siblings) was removed when he went to the library, he was still distracted by his phone so he identifies this as a barrier he might want to target next!

Student Question 11: What has changed about what I don't know?
Luca has learned that using a planner and scheduling his time works for him to plan for when he will do his reading assignments. He found it particularly useful to think about something Ms. Whitmoore said during the class discussion about how these strategies could help Luca and his peers for the rest of high school, but also when they go to college and will need to manage more assignments! This makes Luca think more about what he wants in the future in terms of college and how what he does now might impact his success later. This makes him more excited about figuring out how to balance school, friends, and other extracurricular activities. He also still needs to figure out how to manage other distractions, like his phone.

Student Question 12: Do I know what I want to know?
By implementing his plan, Luca feels like he made progress toward his goal of using his planner and scheduling times to complete his reading assignments. He realizes, though, that he needs to continue to work toward his broader goal of being successful and earning an A in English to help him prepare for college. Ms. Whitmoore, Mr. Elliott, and his peers and parents have told him that he has made great progress on completing his reading before class, and this reinforcement makes Luca feel good and know he is on the right track! Thinking about next semester, Luca plans on continuing to schedule time to pre-read. Also, he plans on progressing through the phases of the SDLMI again to address the barrier of his phone distracting him as this was what he identified as the next goal he needed to work on when Ms. Whitmoore and Mr. Elliott guided the class to think about what they would do when the class worked through the SDLMI again.

Transition Planning Implementation of the SDLMI Case Study: Jordan and Ms. Labelle

Background
Jordan is a 17-year-old student who likes participating in Band twice a week after school, playing video games, and helping his dad with projects at their house. He receives special education services (under the educational classification of autism spectrum disorder) and lives at home with his parents and younger sister. He has begun working with his transition planning team to create goals to plan for his transition from school to employment or higher education. Ms. Labelle, Jordan's special education teacher and case manager, recently completed training to implement the SDLMI with students with disabilities, and she will be using it in both small groups and one-on-one with students as part of a class focused on transition planning. She is excited to work with Jordan to set and work toward transition-related goals based on his interests, preferences, and needs.

Preliminary Conversations
Ms. Labelle is committed to facilitating interagency collaboration, so she invited Ms. Miller, a representative from a local employment services agency (who participates on many of her students' transition planning teams), to support the students in completing a career interests assessment. Jordan plays the keyboard, and he identified music as a passion he would like to turn into a future job or career. He also likes technology, and thinks he might like to work with digital devices like laptops, tablets, and smart phones. Ms. Labelle first introduced several key terms related to the SDLMI (e.g., *goal, problem, plan, evaluate*) using examples related to postschool outcomes like jobs, living arrangements, and community activities. Ms. Labelle supported the students to create a visual chart representing each of these terms that they can easily refer back to while going through the phases of the SDLMI.

Phase 1: Set a Goal
Student Question 1: What do I want to learn? Ms. Labelle supports students in reviewing the results of their career interests assessment. Jordan is deciding between working on an employment goal related to his interests in music or technology. After talking with a classmate and Ms. Miller, Jordan is able to identify his strengths and needs, communicate his preferences and interests, and prioritize his needs. He decides he's more interested in music and that working with digital devices might not be as strongly aligned with what he wants to do for a career, although he could reconsider it in the future.

Student Question 2: What do I know about it now?

Ms. Labelle puts guiding questions on the board with visuals, one at a time, to support students in considering what they know about it now. For example, the first question is, "How did you first learn about your goal area?" Jordan shares that he started taking piano lessons when he was 8 years old. From this information, Ms. Labelle supports him to think of different jobs related to music – like teaching music, working in a music-related store, or fixing instruments.

Student Question 3: What must change for me to learn what I don't know?

Jordan decides he needs to explore each of these options. He's not sure what he would need to do to be prepared to teach music, work at a music store, or fix instruments. Ms. Labelle begins thinking about the supports she might need to provide to enable Jordan to decide if his actions will be focused on capacity building (e.g., learning how to contact potential employers and ask questions), modifying the environment (e.g., setting aside time to research the prerequisites to be a licensed music teacher), or both, and to identify actions he would need to take for each of these job options. She thinks that he may need support choosing strategies to meet his needs.

Student Question 4: What can I do to make this happen?

After going through a mini-lesson with Ms. Labelle on goal setting, Jordan and his classmates each set a goal. Jordan decides that the best goal for him right now regarding future employment is to explore what actions he would need to take to either be a music teacher, a music store employee, or an instrument technician.

Jordan's goal: Explore steps to either being a music teacher, a music store employee, or an instrument technician.

Phase 2: Take Action

Student Question 5: What can I do to learn what I don't already know?

Jordan really liked the career interests assessment he did with Ms. Miller, and he's comfortable with her because she's been on his transition planning team for over a year. He decides that he wants to start by meeting with her about each of these job options. In small groups with his classmates, he hears some of them talking about doing job research on the computer, and he decides that will be a good back-up plan.

Student Question 6: What could keep me from taking action?

Ms. Labelle reminds the students of the poster they created with examples of barriers. This reminds Jordan that self-management, or keeping himself on track so he can achieve his goal, can be a challenge. He really likes playing video games, after all! Also, he isn't sure how to reach out to Ms. Miller because someone else always sets up meetings with her. He identifies this as a barrier.

Student Question 7: What can I do to remove these barriers?

Because communication (i.e., reaching out to Ms. Miller) is something Jordan identified as a barrier, Ms. Labelle provides some support by using communication instruction to review with Jordan how to identify ways he can reach out to Ms. Miller - options include email, phone call, or meeting in person. Jordan realizes that if he chooses talking to Ms. Miller in person, he'll have to wait until the next time he sees her, which might not happen for a while. He also tells Ms. Labelle that he doesn't like talking on the phone. With the support of Ms. Labelle, he concludes that emailing Ms. Miller would be the best way to set up a meeting with her.

Student Question 8: When will I take action?

At first Jordan says that emailing Ms. Miller can wait until his tablet is repaired (the tablet he often uses at home is broken). However, Ms. Labelle supports him with self-scheduling using his calendar. As he works on putting his goal and action steps on his calendar, he realizes it could be awhile until he has his tablet working again and this will postpone him taking action. One of his classmates reminds him of the computer lab that's open to students, so Jordan decides he can start working on his goal during their next transition planning session the following week.

Jordan implements his plan!

Phase 3: Adjust Goal or Plan

Student Question 9: What actions have I taken?

Jordan worked with Ms. Labelle to write out the email he would send to Ms. Miller. Then, he went to the computer lab during a later transition planning class and typed and sent the email. Ms. Miller responded, set up a time to come to the school (Ms. Labelle helped Jordan look at his schedule and share times their transition planning class met with Ms. Miller), and they met. As a first step to learning what is needed to be music teacher, Ms. Miller suggests that Jordan review some job postings for music teachers and music store employees and at music technician programs at the local community college, focusing on skills and qualifications for these jobs or program. She explains that they can work backwards by learning what is required to get either job and then start planning how Jordan plans on meeting those requirements. Using the information from researching the job postings and with Ms. Miller's support, Jordan makes a list of the requirements for a job as music teacher or at a music store or to go to a music technician program. He and Ms. Miller come up with a list of the actions he would need to take to build these skills and experiences, including at least one year of experience teaching music, a bachelor's degree in music or a related area, knowledge of how to modify teaching to meet student needs, and the ability to read sheet music.

Student Question 10: What barriers have been removed?

Jordan now has a list of actions for what he would need to do to pursue one of his three music-related job interests. Given these lists, Jordan thinks a helpful next step will be to look at each of the requirements and decide if the steps that it would take to get that job are what he wants. He is surprised there are so many steps to becoming a music teacher! Also, Jordan worked past the barrier of his broken tablet with support from his parents, as well as not wanting to talk on the phone with additional communication instruction support from Ms. Labelle.

Student Question 11: What has changed about what I don't know?

Jordan knows he made progress accomplishing his goal of learning the actions he needs to take to pursue a career in music, but he's feeling a little overwhelmed with all of the actions he would have to take to have a career in music. Ms. Labelle supports Jordan with self-awareness instruction by explaining that he still has time to figure out what he wants to do and lots of people take their time to figure out what they want to do before making a final decision, and sometimes they change their choice over time. Now that Jordan knows enough about each job, he is ready to move forward with another goal so that he can work toward learning even more!

Student Question 12: Do I know what I want to know?

Yes! Jordan is excited to say he accomplished his goal of learning more about jobs related to music, and now he's going to work through the SDLMI phases again in class and will think about what he needs to learn to get a part-time job at a music store, the next goal in his goal sequence. As he keeps working forward, he will continue to work on goals that lead to the career he wants!

Implementation of the SDLMI with a Student with Significant Support Needs Case Study: Amy

Background
Amy is a 16-year-old high school student who receives special education services (under the educational classification of multiple disabilities) and spends approximately 80% of her day in general education settings. She enjoys reading and likes listening to and sharing with her classmates during small group discussions. Amy has an Individualized Education Plan (IEP) goal of working to enhance her communication through eye gaze using an assistive technology device, in addition to IEP goals related to learning in the general education curriculum.
Mr. Murphy, Amy's special education teacher, has recently been trained to implement the SDLMI with students with disabilities, and he is excited to identify the supports Amy needs to become more engaged in communicating her thoughts, interests, and needs with her device and to support Amy to learn using the SDLMI across environments, including in the general education classroom.
Mr. Murphy has begun to problem solve how he could meet the SDLMI Teacher Objectives and enable Amy to engage with the Student Questions (12 total). Because Amy primarily expresses herself by communicating with symbols, Mr. Murphy worked to individualize symbols to communicate the ideas in the Student Questions with Amy, building on existing examples, to generate ways for Amy to express her thoughts, interests, and preferences in response to the Student Questions. He hopes that by targeting these skills, across environments, Amy will be able to have multiple opportunities to practice her self-determination skills.

Preliminary Conversations
Prior to starting the SDLMI, Mr. Murphy thought it was important to get to know Amy better and to give her an opportunity to communicate about herself. So, he supported Amy to complete a visual preference assessment to express and identify her interests. Amy used eye gaze to indicate several classes and activities that she enjoyed at school, including Chemistry and Art.
Mr. Murphy also introduced several SDLMI key terms using symbols and words (*goal, problem, plan, evaluate*) so that Amy understood these words and the symbols associated with them. He and Amy then talked about how she already used skills associated with self-determination (e.g., choice making, problem solving) during the school day by choosing friends to sit with during lunch or identifying solutions to complete class projects and how the purpose of the SDLMI was to create even more opportunities so they she can achieve what she wants!

Phase 1: Set a Goal

Student Question 1: What do I want to learn?

With Mr. Murphy's help, Amy identifies several interests from visual representations, including talking to classmates during Art class. After discussing Amy's progress in the class with the Art general education teacher, Ms. Collins, Mr. Murphy wonders if Amy might be interested in expanding on her communication skills to socialize more with her classmates. Mr. Murphy shows Amy a picture of a student communicating using a device and shares how she could use a device to communicate more often during the school day (including in Art class), and Amy gestures to the picture of the device, indicating her interest.

Student Question 2: What do I know about it now?

Amy has started to learn how to use eye gaze to communicate via her device, expressing responses such as "yes" or "no". Amy also knows her device has many more options – she has seen they are on the device – but she seems unsure how to use it as fully as her voice. Mr. Murphy observes and notes this as a potential barrier.

Student Question 3: What must change for me to learn what I don't know?

In order to become fluent using her communication device, Amy needs to have her device with her at all times at school and at home, and practice how to use it with support from her teachers, friends, and family. Mr. Murphy begins to think about how he can engage Amy in identifying ways to have her communication device more readily available as this is relatively inconsistent right now.

Student Question 4: What can I do to make this happen?

After engaging with her communication device, Amy continues to identify that she is interested in learning more about her device by gazing at the pictures of the device being used to initiate conversation with peers.

Amy's goal: Learn more about her device by gazing at the pictures of the communication device being used to initiate conversations with her peers.

Phase 2: Take Action

Student Question 5: What can I do to learn what I don't already know?

Mr. Murphy identifies several options for Amy to learn more about her communication device, including receiving support from the Speech Language Pathologist (SLP), working with her teachers, and watching video models on a computer, and then presents them to her visually with pictures. Amy indicates through eye gaze that she wants to work with her teachers to practice using the device more often and to express more words and phrases

when socializing with her peers.

Student Question 6: What could keep me from taking action?

Amy identifies barriers after being presented with the symbol for barriers that Mr. Murphy introduced during Preliminary Conversations. Specifically, Mr. Murphy presents a set of visuals including the communication device itself, her schoolwork, her teachers, her classmates, and her home. Amy gazes at the home picture, and Mr. Murphy realizes that Amy doesn't take her device home with her in the evenings and this may contribute to her lack of ease in using it. Amy also indicates with eye gaze that teachers can be a barrier, and Mr. Murphy wonders if all teachers that Amy interacts with have been trained to interact with Amy using her communication device.

Student Question 7: What can I do to remove these barriers?

Mr. Murphy talks with Amy about the barriers she has indicated. He expresses his understanding and confirms with Amy using yes/no on the device that this is what she means. Mr. Murphy then presents Amy options asking her to identify areas she wants to make a plan for. Amy again chooses the home and teachers pictures.

Student Question 8: When will I take action?

Amy seems excited and more engaged with her communication device already after these initial conversations, and when asked when she wants to start, she picks today on the calendar! Mr. Murphy requests that the SLP schedule a time with all teachers for training on supporting Amy to use her communication device across settings. He also schedules a meeting with Amy's family to talk about consistently bringing the communication device from home to school.

Amy implements her plan!

Phase 3: Adjust Goal or Plan

Amy indicates her responses to the Phase 3 Student Questions using words and phrases on her device, although Mr. Murphy also has visuals from Phase 2 ready to support her to recall the steps she has taken.

Student Question 9: What actions have I taken?

Amy and Mr. Murphy worked together with the SLP to show her other teachers and paraprofessionals how she uses the device and how to support her. Secondly, Amy and Mr. Murphy met with her parents to talk about the device and to share how Amy uses it at school and brainstorm ideas for how she might use it at home.

Student Question 10: What barriers have been removed?

Amy now has her device with her at all times because the OT and SLP set up a better

attachment for the device to connect with her wheelchair, and she is also taking it home with her after school. Amy has shown all of her teachers and school staff how she uses the device – and seems very proud to do so! Mr. Murphy has also worked with his teacher colleagues on how to best support Amy to communicate in their classes.

Student Question 11: What has changed about what I don't know?
Amy now knows how to use her device to express things she likes, doesn't like, and wants, along with her emotions. She also knows how to show someone else how her device works. But, there are still a lot of words and functions that Amy wants to learn more about. Mr. Murphy also wants others to learn more about the device, and thinks ongoing professional development and family support for using assistive technology are necessary to better support Amy (and other students) in the future.

Student Question 12: Do I know what I want to know?
When Amy is asked how she feels about her communication device, she indicates "HAPPY!" and Mr. Murphy is already seeing changes in her interactions. Amy's family even emailed and thanked Mr. Murphy for helping they figure out ways that they could communicate with the communication device at home. They even send him some suggestions based on what they have learned works at school! However, there are still steps that need to be taken, mainly adding to expressive vocabulary with her device and better supporting all people that interact with Amy to support her in using the device. These will be the next goals that Amy and Mr. Murphy consider targeting as they cycle back to Phase 1 of the SDLMI and begin the process again to give Amy even more experiences to enhance her self-determination!

Example Student Question Guides

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

Name ___Luca___

Date ___September 17___
(Date Phase 1 Began)

> **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 want to get my reading done before class so that I know what I'm talking about during class. Also, I know I'll need to read every day as a magazine editor.

2. What do I know about it now?
I don't consistently read for class – sometimes I do, sometimes I don't. I'm really busy with other things like friends and sports.

3. What must change for me to learn what I don't know?
I need to plan when I'm going to read and learn how to take better notes about my reading. I can't get distracted by my phone, either.

4. What can I do to make this happen?
I can use a planner to keep track of my assignments and when things are due.
I could try to schedule a time to read before class too.

☛ *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**

The Self-Determined Learning Model of Instruction:
Student Questions – *Phase 2 –Take Action*

Name ___Luca_____   Date ___October 12_____
                                        (Date Phase 2 Began)

> **What is my plan?** ☛ Let's think about how to achieve the goal that you set.

☛ *Please answer the questions below.*

5. What can I do to learn what I don't know?
I can talk to other people like my classmates and teachers to figure out how they plan when and where to read and keep track of assignments. Then I can check in with Ms. Whitmoore and Mr. Elliott about the best thing to do.

6. What could keep me from taking action?
I have practice every day for sports. When I'm done with that I want to hang out with my friends, and that's not going to change. Plus it's going to be harder because Ms. Whitmoore says we have a lot of stuff due at the end of the semester.

7. What can I do to remove these barriers?
I need to find a time to do my reading because I'm really busy with sports and friends – maybe a calendar would help. I also need to be more focused on my work at night instead of my phone and computer.

8. When will I take action?
I guess I'll start tomorrow.

☛ *End of Phase 2. I will start working on my Plan and then go on to Phase 3.*

End of Phase 2 ⇨ **Go on to Phase 3**

The Self-Determined Learning Model of Instruction:
Student Questions – *Phase 3 –Adjust Goal or Plan*

Name ___Luca_____   Date ___December 3_____
                                                                        (Date Phase 3 Began)

> **What have I learned?** ☛ Let's think about whether or not you achieved your goal.

9. What actions have I taken?

I've been putting my assignments in my planner and getting my reading done

most of time. I talked to my teachers for help with taking notes, but I haven't

decided if it's going to work for me.

⇩

10. What barriers have been removed?

I'm doing better with my scheduling. I told my friends and family when I'm

going to be doing work. It helps that my friends have their own goals, too. I

like reading after dinner, but my phone is still sort of a problem.

⇩

11. What has changed about what I don't know?

I think scheduling works for me, but my teachers still have to remind me to do

it sometimes. I'm going to use this next semester, too, when there's more

assignments.

⇩

12. Do I know what I want to know?

I wanted to do better in English, and I'm getting more of my reading done.

Scheduling helped. My parents and teachers still think I'm on my phone too

much, so I might think about working on that next.

Did I finish my goal? *Please mark in the bubble* **X** Yes ◯ No

If YES
 ☛ How did I feel about the results? <u>Good! I'm managing my time and work better.</u>
 ☛ Now I will go back to Phase 1 and set a new goal.
If NO
 ☛ I will look back at Phase 1 again. If the goal is still a good one for me, I will move
  on to **Phase 2** to revise my plan **OR** I can rewrite my same goal or change it to a new goal.

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

Name ___Jordan___   Date ___January 6___
                                     (Date Phase 1 Began)

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 want to learn more about getting a job in music.
_____
_____

⇩

2. What do I know about it now?
I've been playing piano since I was 8. I know that I could teach music, work at
a music store, or fix instruments.
_____

⇩

3. What must change for me to learn what I don't know?
I need to find out more about what I need to do to get one of these jobs.
_____
_____

⇩

4. What can I do to make this happen?
I want to find out what I need to do to get a job teaching music, working at a
music store, or fixing instruments.
_____

☛ *I have listed a specific, measurable activity for student question 4. This
activity I will be working on during Phase 2 and Phase 3.*

End of Phase 1 ⇨ **Go on to Phase 2**

The Self-Determined Learning Model of Instruction:
Student Questions – *Phase 2 –Take Action*

Name ___Jordan_____   Date ___February 2_____
(Date Phase 2 Began)

> **What is my plan?** ☛ Let's think about how to achieve the goal that you set.

☛ *Please answer the questions below.*

5. What can I do to learn what I don't know?

I can talk to Ms. Miller or look things up on the computer.

_____

_____

⇩

6. What could keep me from taking action?

I sometimes lose track of time playing video games. I also don't know how to

get a meeting with Ms. Miller.

_____

⇩

7. What can I do to remove these barriers?

I can call, email, or talk to Ms. Miller in person.

_____

_____

⇩

8. When will I take action?

I'll email her at the computer lab next week.

_____

_____

☛ *End of Phase 2. I will start working on my Plan and then go on to Phase 3.*

End of Phase 2 ⤷ Go on to Phase 3

The Self-Determined Learning Model of Instruction:
Student Questions – *Phase 3 – Adjust Goal or Plan*

Name ___Jordan___   Date ___March 21___
                                 (Date Phase 3 Began)

What have I learned? 👉 Let's think about whether or not you achieved your goal.

9. What actions have I taken?

I got a meeting with Ms. Miller, and we looked up jobs. I made a list of what

I need to do to work at a music store or teaching music or to go to school

for fixing instruments.

⬇

10. What barriers have been removed?

I set up a meeting with Ms. Miller over e-mail (even though my tablet was

broken) because I don't like the phone.

⬇

11. What has changed about what I don't know?

Now I know what I need to do to work at a music store, teach music, or

learn to repair instruments.

⬇

12. Do I know what I want to know?

Yes. And I decided I want to work at a music store.

Did I finish my goal? *Please mark in the bubble* **X** Yes ⚪ No
If YES
     👉 How did I feel about the results? ___Excited___
     👉 Now I will go back to Phase 1 and set a new goal.

If NO
     👉 I will look back at Phase 1 again. If the goal is still a good one for me, I will move
        on to **Phase 2** to revise my plan **OR** I can rewrite my same goal or change it to a new goal.

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

Name ___Amy___

Date ___September 20___
(Date Phase 1 Began)

Note: Mr. Murphy modified the Student Worksheets to allow for visual representations of Amy's responses. During the first two phases, Amy represented her responses to the Student Questions by selecting visuals (with text in italics added by Mr. Murphy). In Phase 3, Amy responded using words on her device, represented in italics with quotation marks. For more details on Amy's responses and how Mr. Murphy provided supports, see her case study.

1. What do I want to learn or improve on?	*Talking to classmates during English class*
2. What do I know about it now?	YES NO *Communicating with assistive technology device, expressing yes and no with device*
3. What must change for me to learn what I don't know?	*Having device at all times at school and home* *Using device with support from teachers, school staff, and family*
4. What can I do to make this happen?	*Using the device to talk with peers*

End of Phase 1 ⤷ **Go on to Phase 2**

The Self-Determined Learning Model of Instruction:
Student Questions – _Phase 2 –Take Action_

Name _Amy_   Date __October 13__
                                                  (Date Phase 2 Began)

5. What can I do to learn what I don't know?	_Working with teachers to practice using device_
6. What could keep me from taking action?	_Not taking the device home after school_ _Teachers not trained to interact with me with the device_
7. What can I do to remove these barriers?	_Make plan for using the device at home_ _Make plan for using the device with teachers_
8. When will I take action?	_Today!_

End of Phase 2 ⮑ Go on to Phase 3

The Self-Determined Learning Model of Instruction:
Student Questions – *Phase 3 –Adjust Goal or Plan*

Name _Amy_   Date _December 7_
                                        (Date Phase 3 Began)

9. What actions have I taken?	*"Speech Teacher", "Teachers", "Device", "Family"*
10. What barriers have been removed?	*"Device", "Wheelchair", "Home"*
11. What has changed about what I don't know?	*"I like", "I don't like", "I want", "I feel"*
12. Do I know what I want to know?	*"Yes!", "Happy"*

Did I finish my goal?

YES   NO

Go to If/Then Chart on the next page!

If	Then
YES	I am ready to go back to Phase 1 and set a new goal!
NO	How do I feel about my progress? What do I want to do next? • Revise my goal • Revise my action plan • Set a new goal

Blank Student Question Guides

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

Name: _____   Date: _____

What is my goal? ☛ In what class do you want to set a goal?
- ☐ English
- ☐ Math
- ☐ Social studies
- ☐ Science
- ☐ Other: _____

☛ *Please answer the questions below.*

1. What do I want to learn or improve on in _____ class?
   _____
   _____
   _____

⇩

2. What do I know about it now in _____ class?
   _____
   _____
   _____

⇩

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

⇩

4. What can I do to make this happen?
   _____
   _____
   _____

☛ *I have listed a specific, measurable activity for Student Question 4. This is my goal in _____ class and the goal I will be working on during Phase 2 and Phase 3.*

End of Phase 1 ⇨ Go on to Phase 2

The Self-Determined Learning Model of Instruction:
Student Questions – *Phase 2 –Take Action*

Name _____   Date _____

(Date Phase 2 Began)

What is my plan? ☛ Let's think about how to achieve the goal that you set.

☛ *Please answer the questions below.*

5. What can I do to learn what I don't know?

_____

_____

_____

⇩

6. What could keep me from taking action?

_____

_____

_____

⇩

7. What can I do to remove these barriers?

_____

_____

_____

⇩

8. When will I take action?

_____

_____

_____

☛ *End of Phase 2. I will start working on my Plan and then go on to Phase 3.*

End of Phase 2 ⤵ Go on to Phase 3

The Self-Determined Learning Model of Instruction:
Student Questions – *Phase 3 –Adjust Goal or Plan*

Name _____   Date _____

                                                                    (Date Phase 3 Began)

What have I learned? ☛ Let's think about whether or not you achieved your goal.

---

9. What actions have I taken?

_____

_____

_____

⇩

10. What barriers have been removed?

_____

_____

_____

⇩

11. What has changed about what I don't know?

_____

_____

_____

⇩

12. Do I know what I want to know?

_____

_____

_____

Did I finish my goal? *Please mark in the bubble* ◯ Yes ◯ No

If YES
　☛ How did I feel about the results? _____

　_____

　☛ Now I will go back to Phase 1 and set a new goal.

If NO
　☛ I will look back at Phase 1 again. If the goal is still a good one for me, I will move
　　on to **Phase 2** to revise my plan **OR** I can rewrite my same goal or change it to a new goal.

Suggested Self-Determination Resources

As a University Center for Excellence in Developmental Disabilities (UCEDD) funded by the Administration on Developmental Disabilities, the core functions of the KUCDD are:

- Research
- Resources and Training
- Community Services

KUCDD provides resources to encourage access and participation of individuals with developmental disability and their families in needed community services, individualized supports, and other areas of need.

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1200 Sunnyside Avenue
Lawrence, KS 66045

Email: kucdd@ku.edu
Phone: 785-864-7600
Web: http://kucdd.org/

The Beach Center on Disability is a research center at the University of Kansas that supports people with disabilities, their families, service providers, researchers, and policy makers through research, information distribution and training.

For further information, contact:
Beach Center on Disability
The University of Kansas
1200 Sunnyside Avenue
3134 Haworth Hall
Lawrence, Kansas 66045-7534

Phone: 785-864-7600
Fax: 785-864-7605
Web: https://beachcenter.lsi.ku.edu/

Self-determination.org is a website produced by the KU Center on Developmental Disabilities. Information about the Self-Determination Inventory System (SDIS), a measure of self-determination for students ages 13-22 with and without disabilities, is available from the website, http://self-determination.org/.

For more information, contact:
Web: self-determination.org
Email: selfdetermination@ku.edu

The National Technical Assistance Center on Transition (NTACT) assists education and vocational rehabilitation providers to prepare students with disabilities for graduation and post-school success. Links include topics on:

- Transition Planning

- Graduation

- Post-school Success

- Data Analysis and Use

- Effective Practices and Predictors

- News and Events

For more information, contact:
National Technical Assistance Center on Transition

Phone: 704-687-8606
Email: ntactmail@uncc.edu
Web: www.transitionta.org

The Institute for Community Inclusion is located at the University of Massachusetts Boston, with additional offices at Children's Hospital, Boston. ICI supports the rights of children and adults with disabilities to participate in all aspects of the community.

Key interest areas for educators include:

- Employing people with disabilities in community settings

- Accessing general education and transition from school to adult life

- Expanding local recreation and school activities to include people with disabilities

- Promoting technology that aids participation in school/community/work activities

- Providing publications for help with transition planning

Many publications are available online in text format and/or PDF versions. Follow the links to Education and Transition/Person-Centered Planning for a list of online publications.

For more information, contact:
Institute for Community Inclusion/ UCEDD
UMass Boston
100 Morrissey Blvd
Boston, Massachusetts 02125

Phone: 617-287-4300
Fax: 617-287-4352
Email: ici@umb.edu
Web: www.communityinclusion.org

The I'm determined project is funded by the Virginia Department of Education and focuses on providing direct instruction, modules, and opportunities to practice skills associated with self-determined behaviors. Links include topics on:

- Modules

- Transition Guide

- Problem Resolution

- Student Involvement

- Bully-Free Zone

For more information, contact:
Web: www.imdetermined.org
Email: info@imdetermined.org

The National Parent Center on Transition and Employment provides resources and information for parents and professionals about a successful transition to adulthood. Links include topics on:

- Middle & High School Transition Planning

- Postsecondary Education

- Employment

- Benefit Programs & Supports

- Independent & Community Living

- Laws & Rights

- Health & Transition

For more information, contact:
National Parent Center on Transition and Employment

Phone: 888-248-0822
Email: transition@pacer.org
Web: www.pacer.org/transition/

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