



SDLMI

Self-Determined Learning Model of Instruction

KU KANSAS UNIVERSITY CENTER
ON DEVELOPMENTAL
DISABILITIES

Life Span Institute

Being self-determined means *acting* or *causing* things to happen as you set and work toward goals.



Self-Determination is a

...dispositional characteristic manifested as acting as the **causal agent** in one's life. Self-determined people (i.e., causal agents) **act in service to freely chosen goals.**

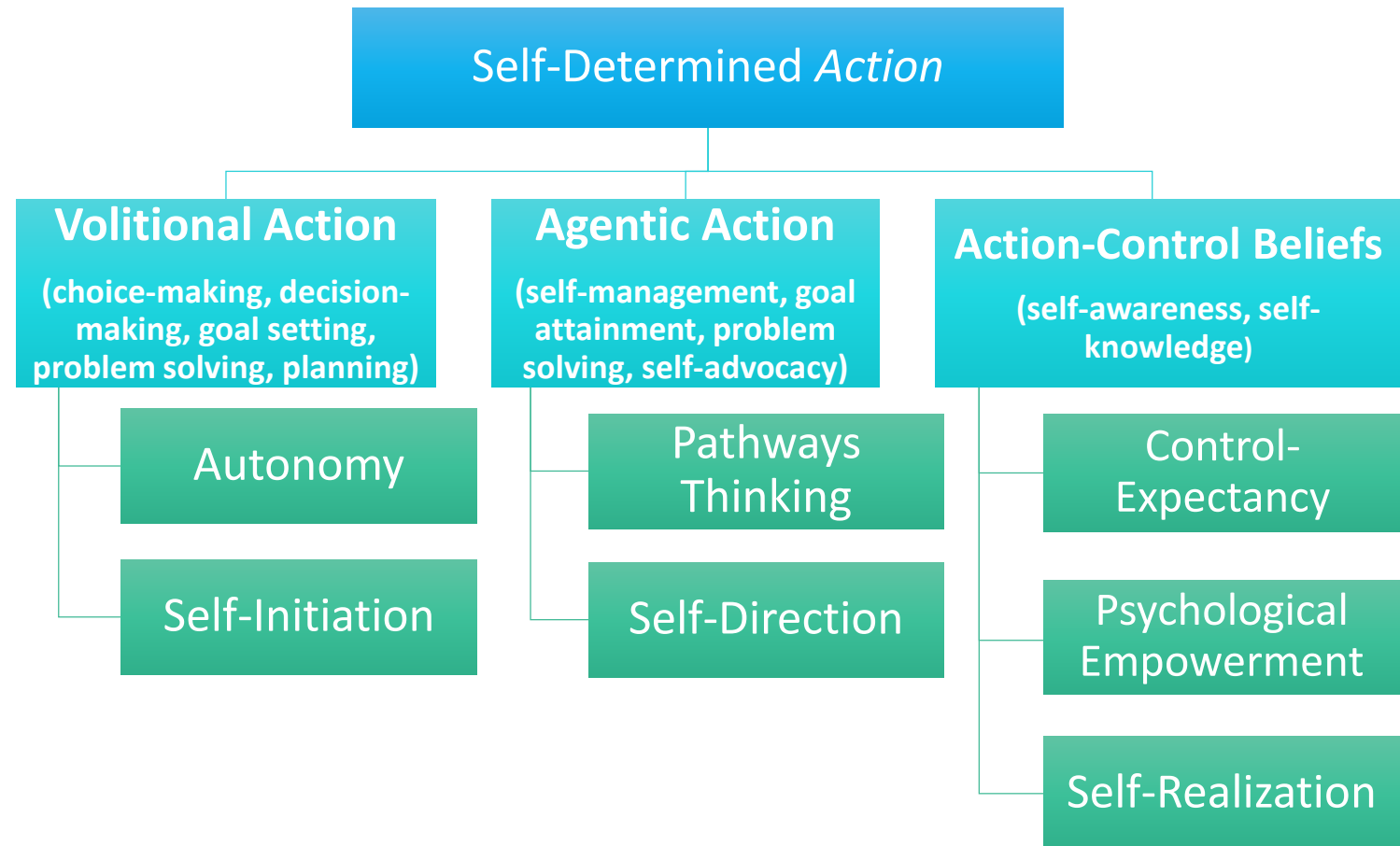
DEFINITION

People who are *causal agents* **make, or cause, things to happen in their lives.**

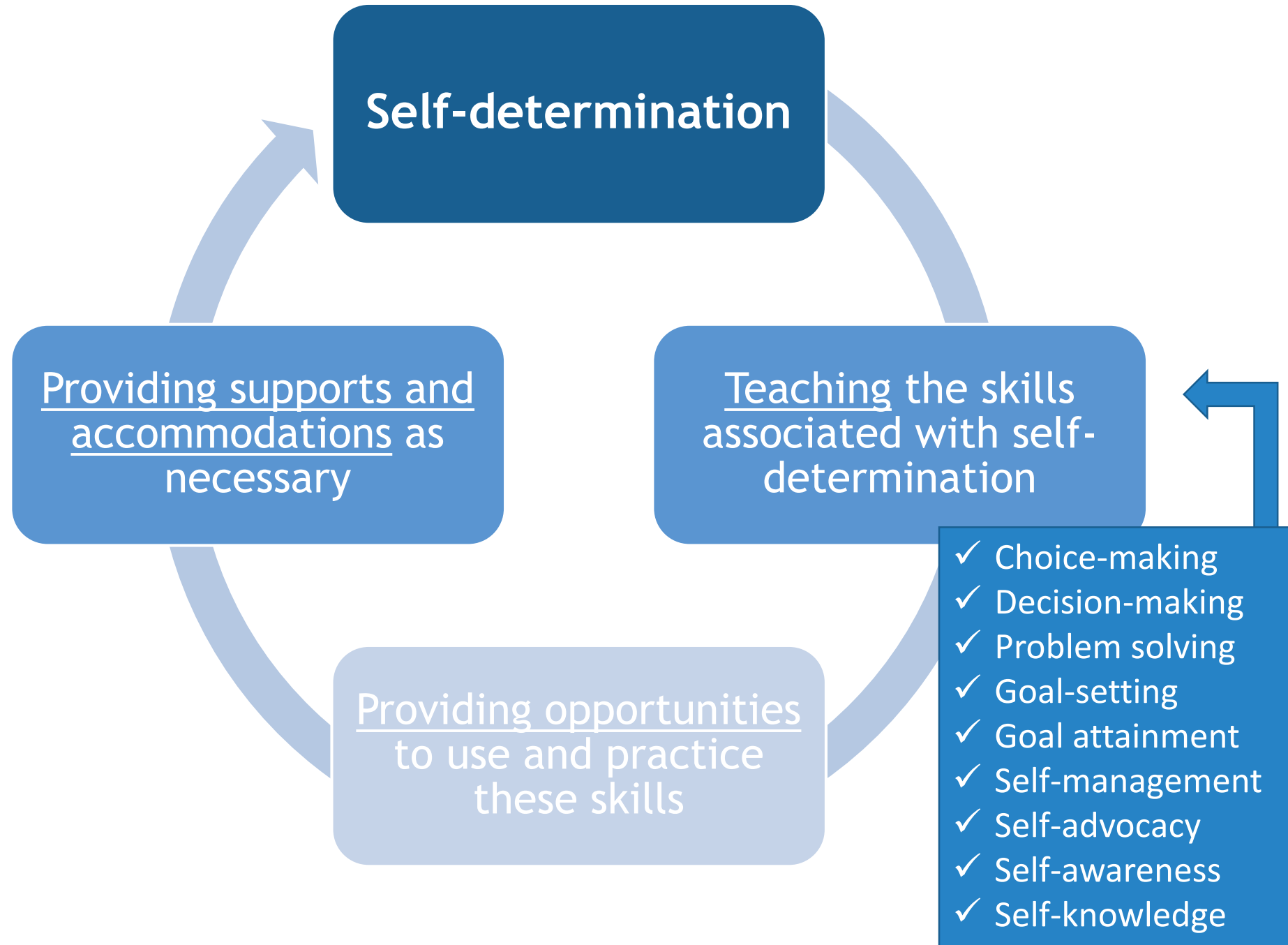
- They are “goal chasers.”

Self-Determined Action

- **Volitional Action:** Self-initiated and enables a person to act autonomously
- **Agentic Action:** Self-directed in service of a goal
- **Action-control beliefs:** Enacted with a belief that change will occur



IN PRACTICE



When student self-determination is promoted, they achieve:

OUTCOMES



Greater academic achievement

- Progress in general education curriculum
- Academic goal attainment

Increased postsecondary outcomes

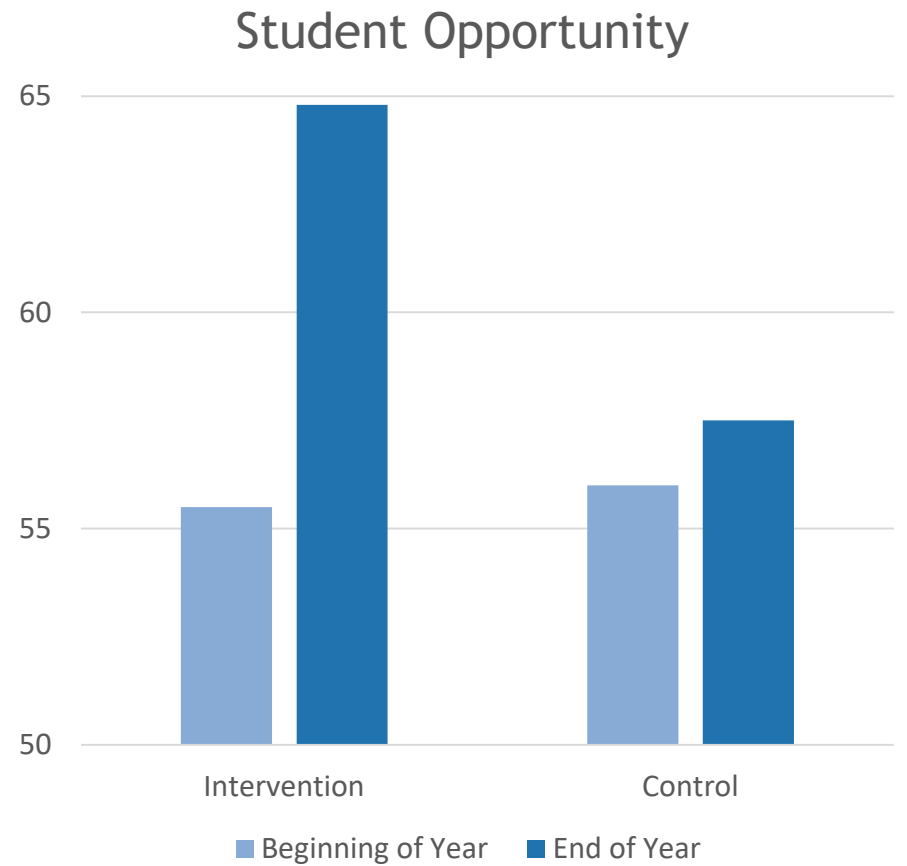
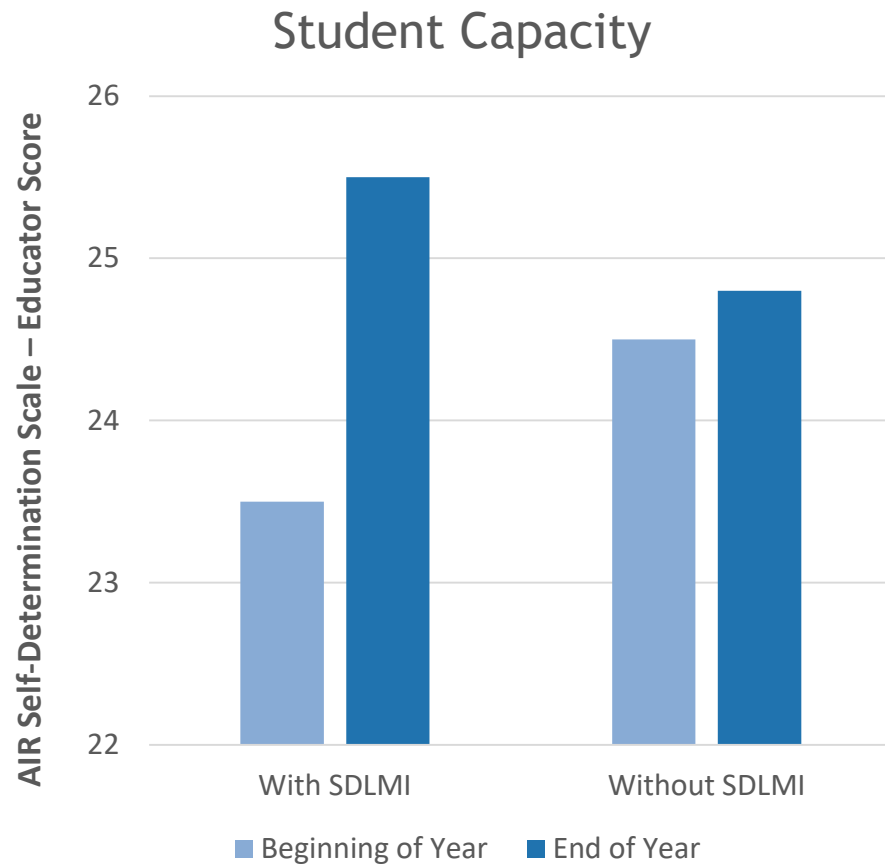
- Postsecondary education
- Employment
- Community Participation

Shogren, K. A., Palmer, S. B., Wehmeyer, M. L., Williams-Diehm, K., & Little, T. D. (2012). Effect of intervention with the Self-Determined Learning Model of Instruction on access and goal attainment. *Remedial and Special Education, 33*, 320-330.

Shogren, K. A., Wehmeyer, M. L., Palmer, S. B., Rifenbark, G. G., & Little, T. D. (2015). Relationships between self-determination and postschool outcomes for youth with disabilities. *The Journal of Special Education, 48*, 256-267.

Wehmeyer, M. L., Shogren, K. A., Palmer, S. B., Williams-Diehm, K. L., Little, T. D., & Boulton, A. (2012). The impact of the Self-Determined Learning Model of Instruction on student self-determination. *Exceptional Children, 78*, 135-153.

WHY



(Shogren, Plotner, Palmer, Wehmeyer, & Paek, 2014)

How does the SDLMI impact student outcomes?



General Education High School Math Teacher

STUDENT REFLECTIONS ON THE SDLMI

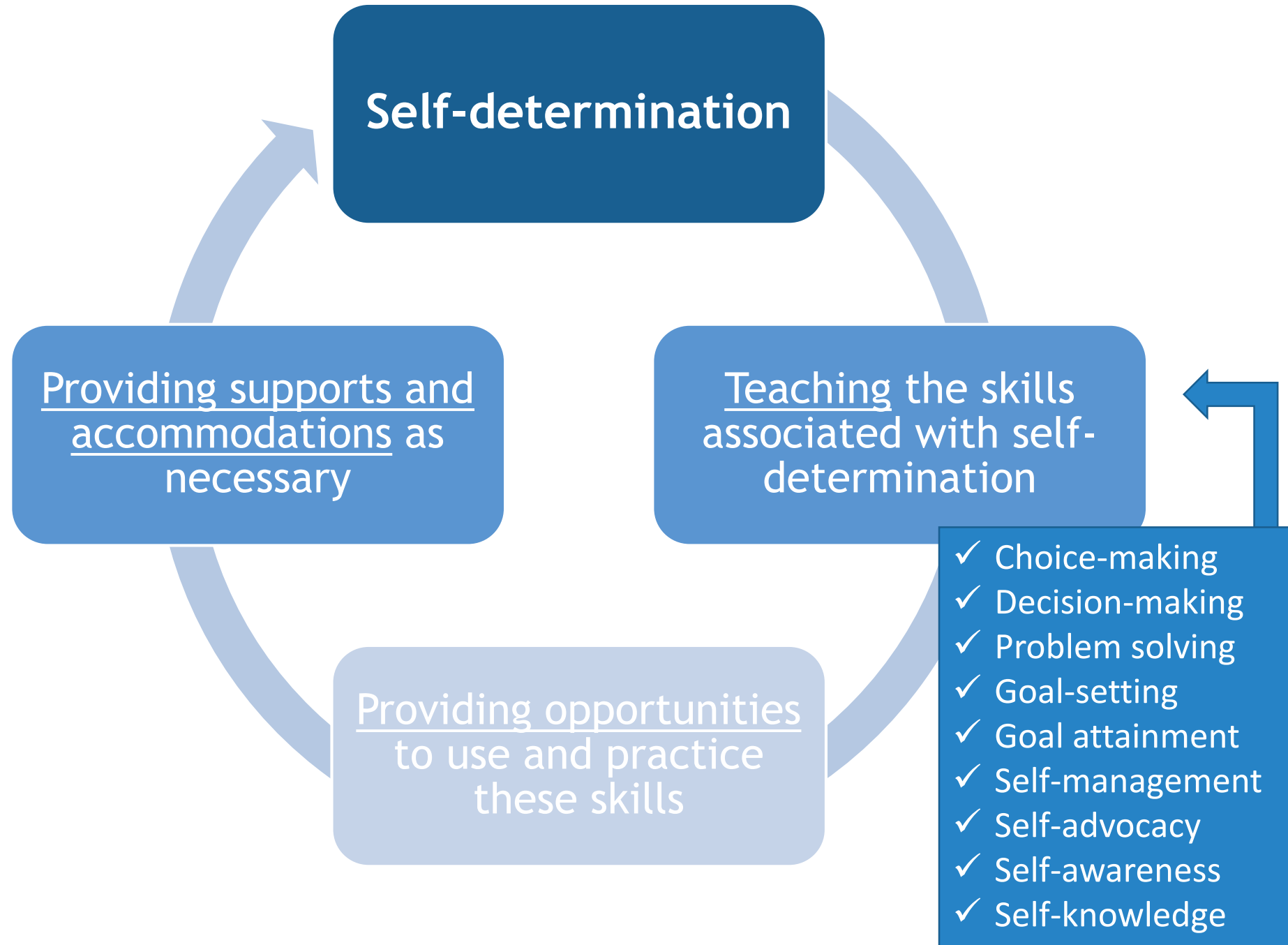
“I know I’m going to reach my goal because I’m trying.”

“I would do this again. It helped me.”

“I made progress on my goal because I tried to.”



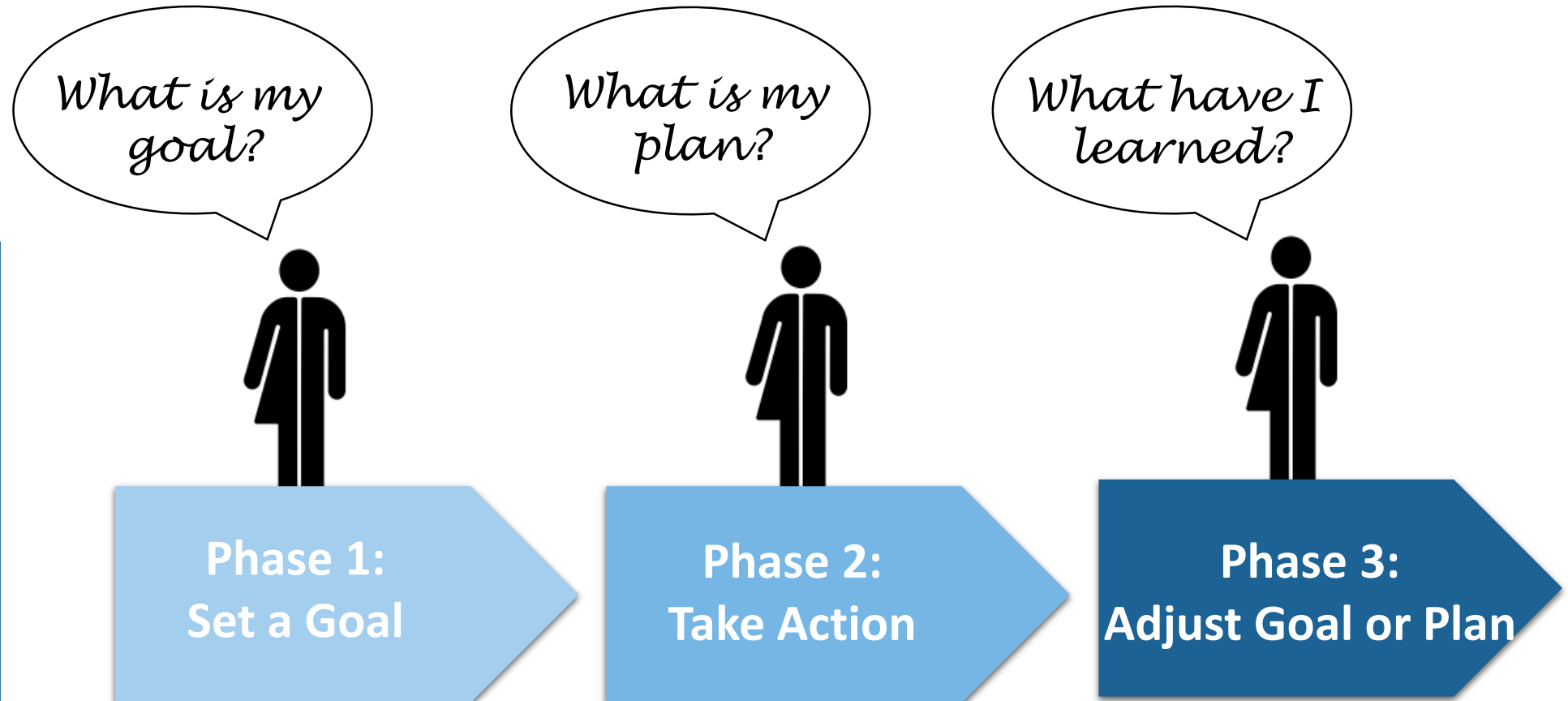
IN PRACTICE



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

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

WHAT IS THE SDLMI?

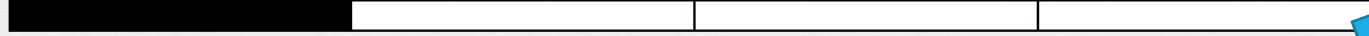



Self-Determination Inventory: Student Report (SDI:SR)

- The SDI:SR asks students questions about how they feel about their ability to be self-determined; that is, to make choices, set and go after goals, and make decisions.
- 21 items (takes only 10 minutes to finish)
- Validated for people aged 13 to 22
- Online with accessibility features:
 - ✓ In-text word definitions
 - ✓ Audio playback
 - ✓ Mobile/tablet compatibility
 - ✓ Average grade reading level: 2.8

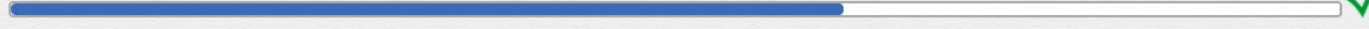
Student Survey

Amount of the survey you've completed:



I have what it takes to reach my goals. 

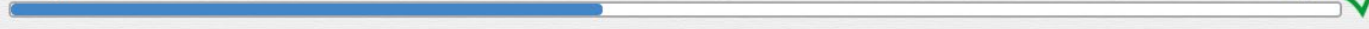
Disagree




Agree 

I think of more than one way to solve a problem. 

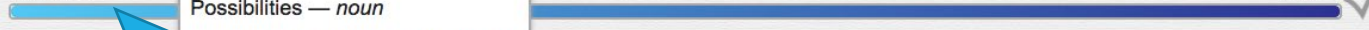
Disagree



Agree 


I consider many possibilities when I make plans for my future. 

Disagree

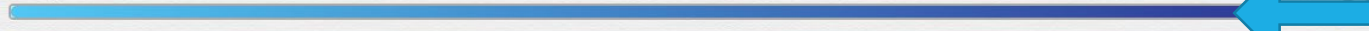


Agree 

Possibilities — noun
a. Something that might happen

I know what I do best. 

Disagree



Agree 

I plan weekend activities I like to do. 

Disagree



Agree 

I keep trying even after I get something wrong. 

Disagree



Agree 

I set my own goals. 

Disagree



Agree 

In-text definitions for challenging words

Progress bar showing completion status

Gradient when unanswered and then changes color when answered

Checkmark indicating when items have been answered

Play button for audio

← Back

Next →

Use the SDIS now!
One-time SDI for Students
One-time SDI for Parents/Teachers

Use the SDIS repeatedly!
SDIS Data Dashboard

Overall Self-Determination Inventory Student Report score (out of 100):

32

[Print](#) [Finish ⇒](#)

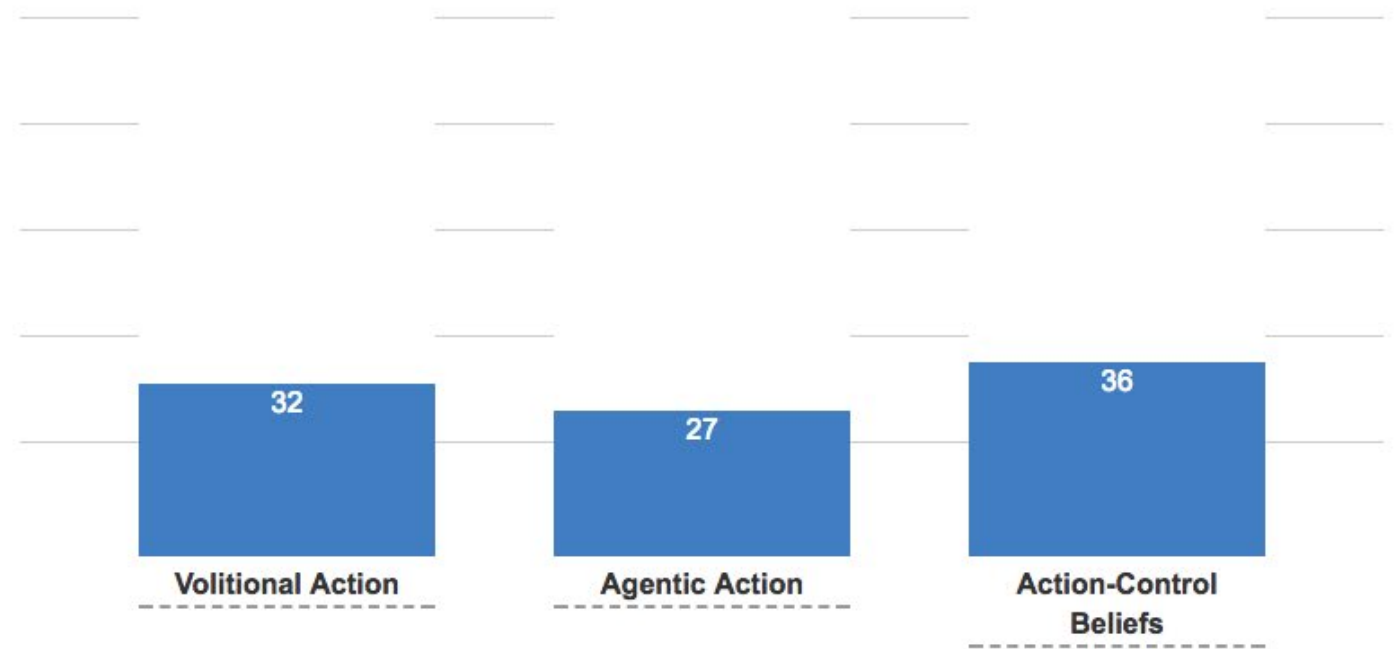
[Printer-friendly](#)

Overall score of self-determination
(average of item scores)

Average scores of items within each essential characteristic of self-determination

In-text definitions of essential characteristics

Scores for the three essential characteristics of self-determination:

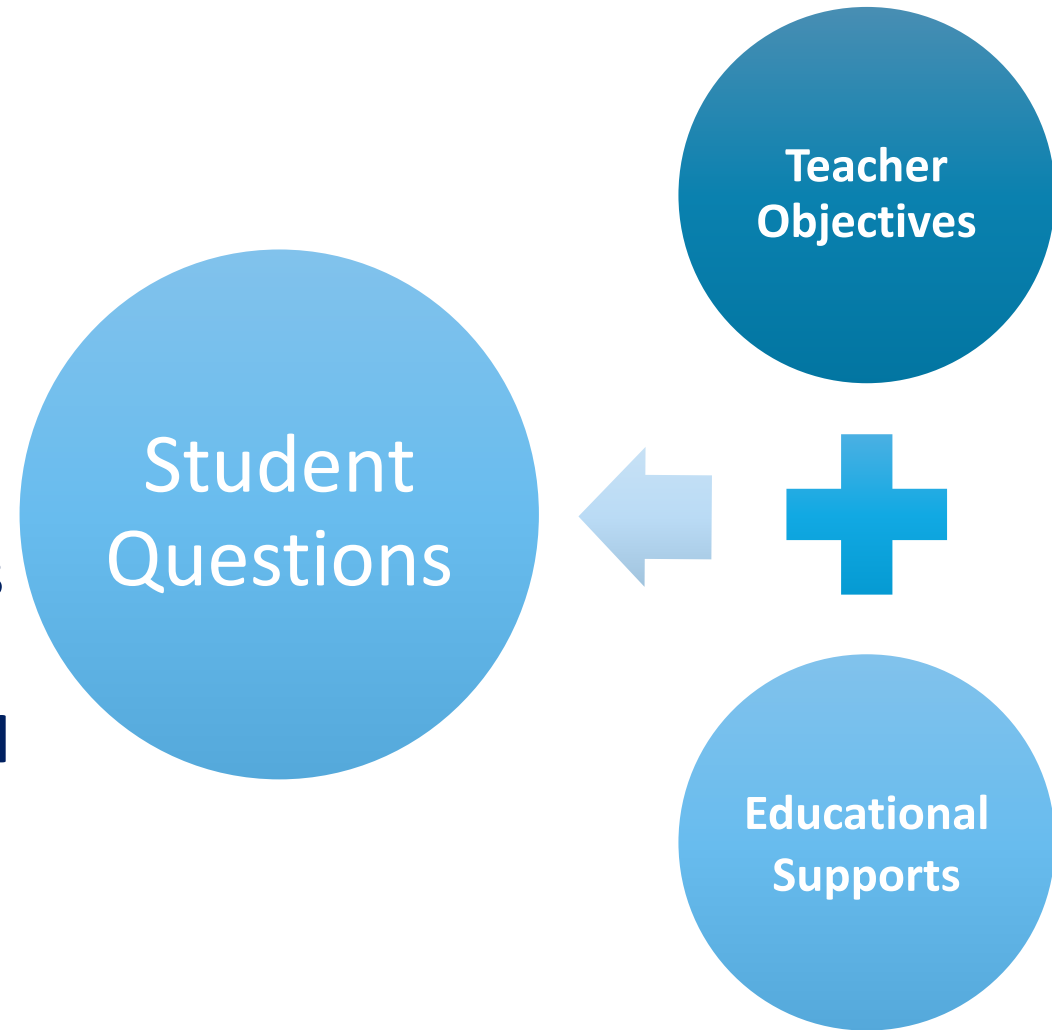


Teachers can use the SDLMI in a variety of **settings** with a variety of **goals**:

- Academic goals in general education classes
- Employment goals at job sites
- Independent living goals in the community

Guided by **Student Questions** as teachers meet **Teacher Objectives** and uses **Educational Supports**

The amount of time it takes **depends on the supports** each student needs



HOW TO USE THE SDLMI

PHASES OF THE SDLMI

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 skills training
- 1c. Enable student to prioritize needs
 - Decision-making, 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 training, 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 the *SDLMI Teacher's Guide* 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 strategies

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 strategies, self-management

7. What can I do to remove these barriers?

- 7a. Collaborate with student to identify appropriate instructional strategies
 - Communication skills training
- 7b. Teach student needed student-directed learning strategies
 - Antecedent cue regulation
- 7c. Support student to implement student-directed learning strategies
 - Self-instruction, self-scheduling
- 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
- 8b. Enable student to implement action plan
 - Self-instruction
- 8c. Enable student to self-monitor progress
 - Self-monitoring

Go to Phase 3

*In addition to the Primary Educational Supports, other supports may be used as needed. See the *SDLMI Teacher's Guide* 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, self-recording

10. What barriers have been removed?

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

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

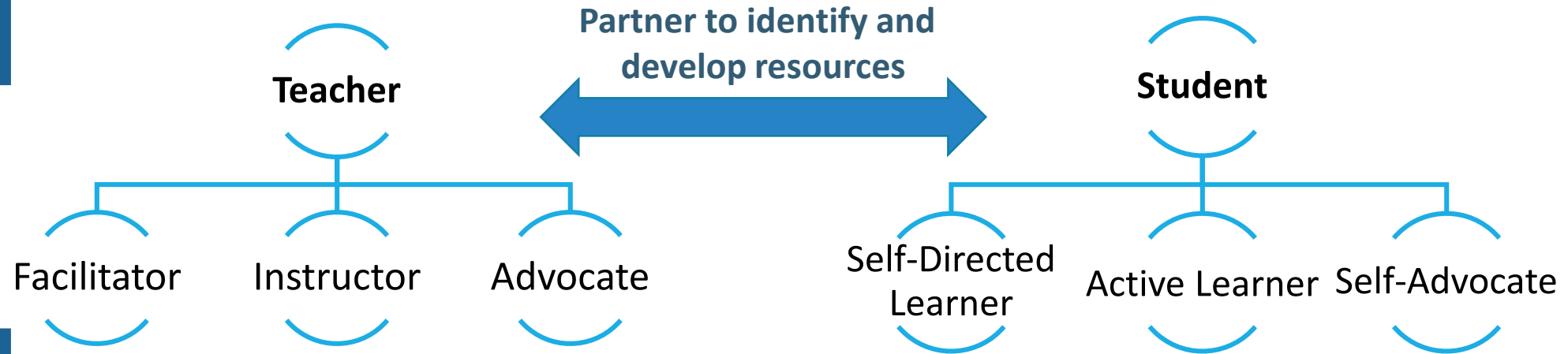
- 11a. Support student to re-evaluate goal if progress is insufficient
 - Goal-attainment strategies
- 11b. Assist student to decide if goal should remain the same or change
 - Decision-making instruction
- 11c. Collaborate with student to identify if action plan is adequate or inadequate given revised or retained goal
 - Self-evaluation
- 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, self-reinforcement

*In addition to the Primary Educational Supports, other supports may be used as needed. See the *SDLMI Teacher's Guide* for more information.

ROLES



KEY INFORMATION

▪ TIME

- ✓ **15-minute lessons twice a week** on skills on how to identify a goal, how to solve problems, etc.

▪ STUDENT GOALS

- ✓ Goals related to core content academic achievement:
 - Building content-specific skills (e.g., writing organization)
 - Being prepared for class (e.g., organizing notes before coming to class)
 - Improving general academic skills (e.g., increasing quantity of notes taken)

▪ WHEN

- ✓ Embedded during regular content instruction
- ✓ The teacher supports students, but students self-direct the process

▪ WHO

- ✓ Mini-lessons taught by both general and special education teachers

SAMPLE SCHEDULE

Sample SDLMI Implementation Schedule			
Week	Day	Mini-Lesson Topic	Mini-Lesson Notes
1	Wednesday, January 18	SDI:SR/SDI:PTR Pre-test	Take the SDI:SR and SDI:PTR online
	Friday, January 20	Preliminary Conversation, Part 1	Introduction to Self-Determination
2	Wednesday, January 25	Preliminary Conversation, Part 2	About the SDLMI
	Friday, January 27 th	Preliminary Conversation, Part 3	SDLMI Key Terms and Student/Teacher Roles
3	Wednesday, February 1 st	Phase 1: Set a Goal	SQs 1 and 2 with a goal unrelated to core content
	Friday, February 3 rd	Phase 1: Set a Goal	SQs 3 and 4 with a goal unrelated to core content
4	Wednesday, February 8 th	Phase 2: Take Action	SQs 5 and 6 with a goal unrelated to core content
	Friday, February 10 th	Phase 2: Take Action	SQs 7 and 8 with a goal unrelated to core content
5	Wednesday, February 15 th	Phase 3: Adjust Goal or Plan	SQs 9 and 10 with a goal unrelated to core content
	Monday, February 20 ^{th*}	Phase 3: Adjust Goal or Plan	SQs 11 and 12 with a goal unrelated to core content
6	Wednesday, February 22 nd	Phase 1: Set a Goal	SQ 1: <i>What do I want to learn?</i> with core content goal
	Monday, February 26 th	Phase 1: Set a Goal	SQ 2: <i>What do I know about it now?</i> with core content goal
7	Wednesday, March 1 st	Phase 1: Set a Goal	SQ 3: <i>What must change for me learn what I don't know?</i> with core content goal
	Friday, March 3 rd	Phase 1: Set a Goal	SQ 4: <i>What can I do to make this happen?</i> with core content goal
8	Wednesday, March 8 th	Write your goal: GAS	Write down goals individually using the GAS and then share
	Friday, March 10 th		No School – Professional Development Day
9	Wednesday, March 15 th	Phase 2: Take Action	SQ5: <i>What can I do to learn what I don't know?</i> with core content goal
	Friday, March 17 th	Phase 2: Take Action	SQ6: <i>What could keep me from taking action?</i> with core content goal
10	Wednesday, March 22 nd		No School – Spring Break
	Friday, March 24 th		No School – Spring Break
11	Wednesday, March 29 th	After Spring Break SDLMI Review	Review where you are in your planning process after a week off
	Friday, March 31 st	Phase 2: Take Action	SQ7: <i>What can I do to remove these barriers?</i> with core content goal
12	Wednesday, April 5 th	Phase 2: Take Action	SQ8: <i>When will I take action?</i> with core content goal
	Friday, April 7 th		No School – Parent/ Teacher Conferences
13	Wednesday, April 12 th		No School - Professional Development Day
	Friday, April 14 th	Phase 3: Adjust Goal or Plan	SQ9: <i>What actions have I taken?</i> with core content goal
14	Wednesday, April 19 th	Phase 3: Adjust Goal or Plan	SQ10: <i>What barriers have been removed?</i> with core content goal
	Friday, April 21 st	Phase 3: Adjust Goal or Plan	SQ11: <i>What has changed about what I don't know?</i> with core content goal
15	Wednesday, April 26 th	Phase 3: Adjust Goal or Plan	SQ 12: <i>Do I know what I want to know?</i> with a core content goal
	Friday, April 28 th	Celebration!	Congratulations on working on your goal!
16	Wednesday, May 3 rd	GAS, reflection, and planning	GAS, reflection about the process, and planning what the next goal will be
	Friday, May 5 th	SDI:SR/SDI:PTR Post-test	Take the SDI:SR and SDI:PTR online

GOAL AREAS

- The general education teacher identified the goal areas that all students would benefit from working on:

Preparedness

Goal example:
I will put my math book in my backpack every night before going to bed.

Note-taking

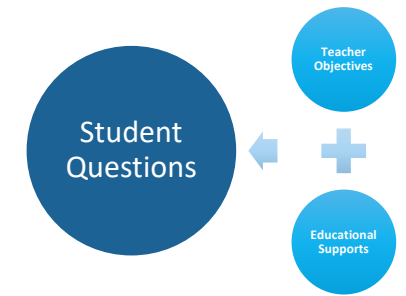
Goal example:
I will write down everything the teacher writes on the board and 3 things she says during class.

Math-specific strategies

Goal example:
I will circle key variables in word problems.

The SDLMI provides a way for teachers to support students identify **what it takes** to reach their goals and allow the students to **make it happen**

PHASE 1 STUDENT QUESTIONS



- Phrased in “first-person voice”
- Follow a sequence so that the student sets a goal by the end of Phase 1
- Variability in the amount of time it might take to answer each question because it is an individualized process

Phase 1 Student Questions

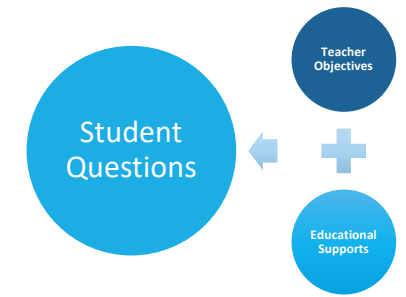
1. What do I want to learn?

2. What do I know about it now?

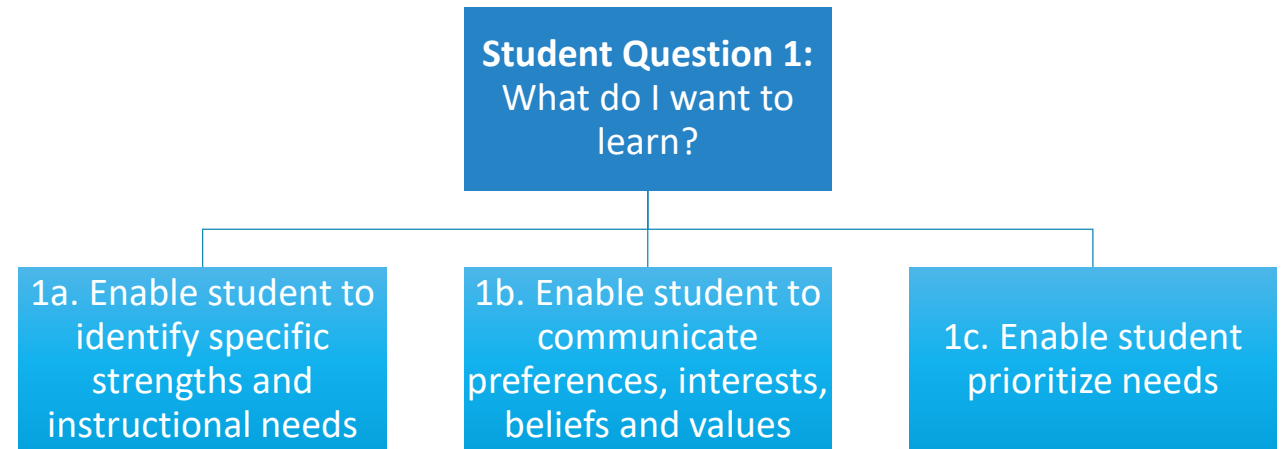
3. What must change for me to learn what I don't know?

4. What can I do to make this happen?

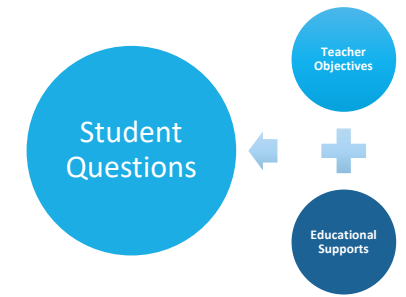
PHASE 1 TEACHER OBJECTIVES



- Specific Teacher Objectives are linked to each Student Question
- Serve as a “Road Map” for teacher to enable student to answer Student Questions to ultimately set a goal by the end of the Phase
- Teachers should meet each objective before the student starts the next Student Question



EDUCATIONAL SUPPORTS



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

1. What do I want to learn?

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 skills training

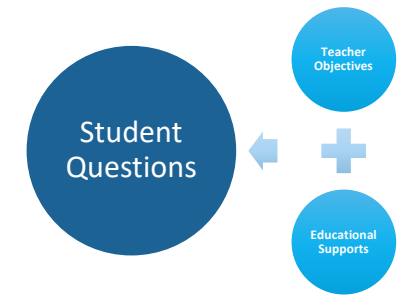
1c. Enable student to prioritize needs

- Decision-making, problem-solving instruction

EDUCATIONAL SUPPORT: SELF-ASSESSMENT

Reading and Writing Self-Assessment					
<i>I can read most three-letter words.</i>	Strongly disagree <input type="checkbox"/>	Somewhat disagree <input type="checkbox"/>	Neutral <input type="checkbox"/>	Somewhat agree <input checked="" type="checkbox"/>	Strongly agree <input type="checkbox"/>
<i>I speak a language other than English.</i>	Strongly disagree <input type="checkbox"/>	Somewhat disagree <input type="checkbox"/>	Neutral <input type="checkbox"/>	Somewhat agree <input type="checkbox"/>	Strongly agree <input checked="" type="checkbox"/>
<i>I can read two-page passages.</i>	Strongly disagree <input type="checkbox"/>	Somewhat disagree <input checked="" type="checkbox"/>	Neutral <input type="checkbox"/>	Somewhat agree <input type="checkbox"/>	Strongly agree <input type="checkbox"/>
<i>I can type on the computer.</i>	Strongly disagree <input type="checkbox"/>	Somewhat disagree <input type="checkbox"/>	Neutral <input type="checkbox"/>	Somewhat agree <input type="checkbox"/>	Strongly agree <input checked="" type="checkbox"/>
<i>I can summarize a story in five sentences.</i>	Strongly disagree <input checked="" type="checkbox"/>	Somewhat disagree <input type="checkbox"/>	Neutral <input type="checkbox"/>	Somewhat agree <input type="checkbox"/>	Strongly agree <input type="checkbox"/>

PHASE 2 STUDENT QUESTIONS



- Phrased in “first-person voice”
- Follow a sequence so that the student **makes an action plan** by the end of Phase 2
- Variability in the amount of time it might take to answer each question because it is an individualized process

Phase 2 Student Questions

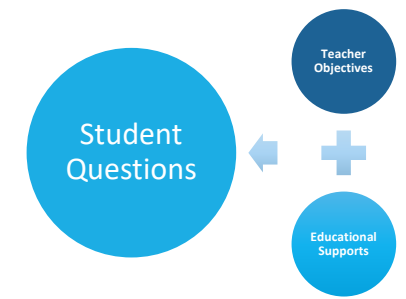
5. What can I do to learn what I don't already know?

6. What could keep me from taking action?

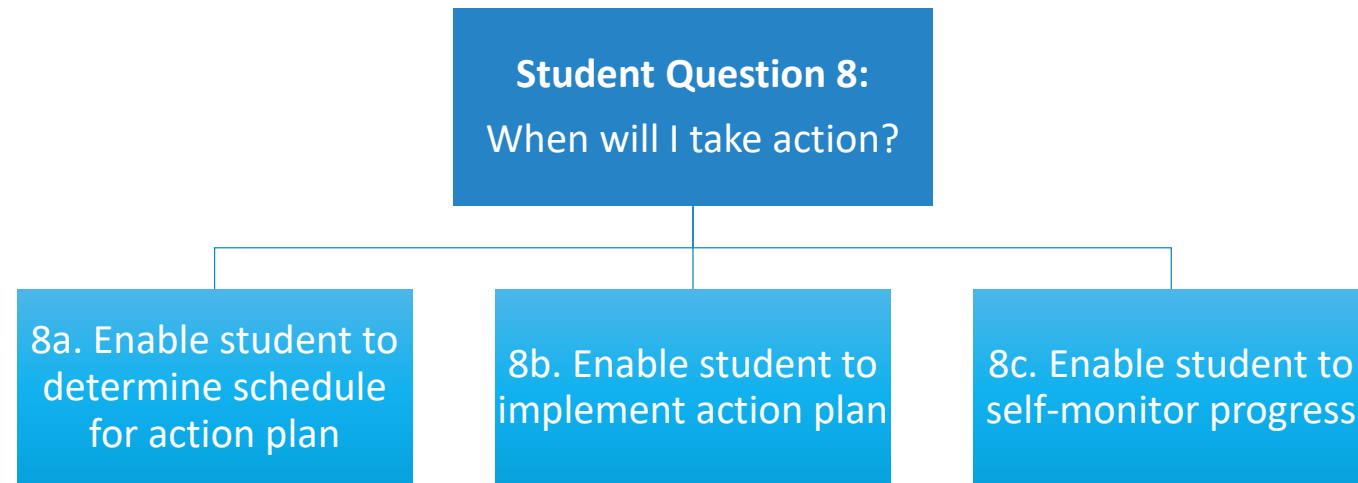
7. What can I do to remove these barriers?

8. When will I take action?

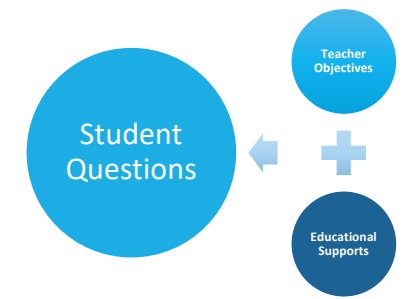
PHASE 2 TEACHER OBJECTIVES



- Like Phase 1, Teacher Objectives are linked to each Student Question
- Enable teachers to support students in **making a plan** by the end of the Phase
- Teachers should meet each objective before the student starts the next Student Question



EDUCATIONAL SUPPORTS



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

8. When will I take action?

8a. Enable student to determine schedule for action plan

- Self-scheduling

8b. Enable student to implement action plan

- Self-instruction

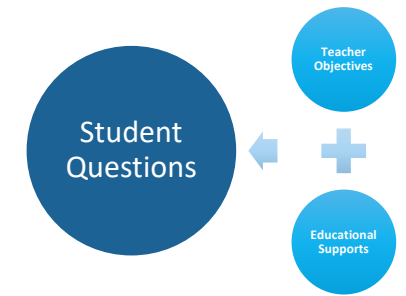
8c. Enable student to self-monitor progress

- Self-monitoring

EDUCATIONAL SUPPORT: SELF-SCHEDULING

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:30-8AM	Morning tutoring		Morning tutoring		Morning tutoring
8AM-2PM	School	School	School	School	School
2-3PM	Soccer practice	Study with Amelia	Soccer practice	Comic Books Club Meeting	Free afternoon!
3-4PM		Choir		Choir	Choir
4-6PM	Check planner/ Homework	Check planner/ Homework	Check planner/ Homework	Check planner/ Homework	Check planner/ Homework
9:30-10PM	Set alarm/get ready for bed	Set alarm/get ready for bed	Set alarm/get ready for bed	Set alarm/get ready for bed	Set alarm/get ready for bed

PHASE 3 STUDENT QUESTIONS



- Phrased in “first-person voice”
- Follow a sequence so that the student **evaluates their progress and decides if they need to adjust their goal and/or plan or move on to the next goal** by the end of Phase 3

Phase 3 Student Questions

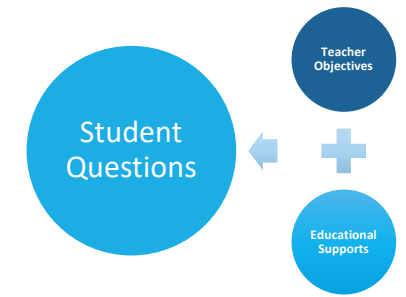
9. What actions have I taken?

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?

PHASE 3 TEACHER OBJECTIVES



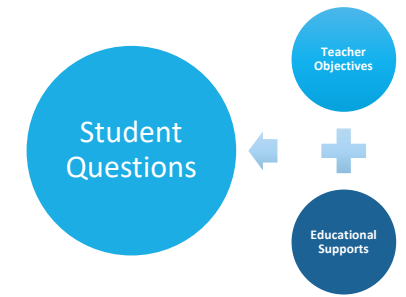
- Like Phases 1 and 2, Teacher Objectives are linked to each Student Question
- Enable teachers to support students in **evaluating what they have learned** by the end of the Phase
- Teachers should meet each objective before the student starts the next Student Question

Student Question 12:

What has changed about what I don't know?

12a. Enable student to decide if progress is adequate, inadequate, or if goal has been achieved

EDUCATIONAL SUPPORTS

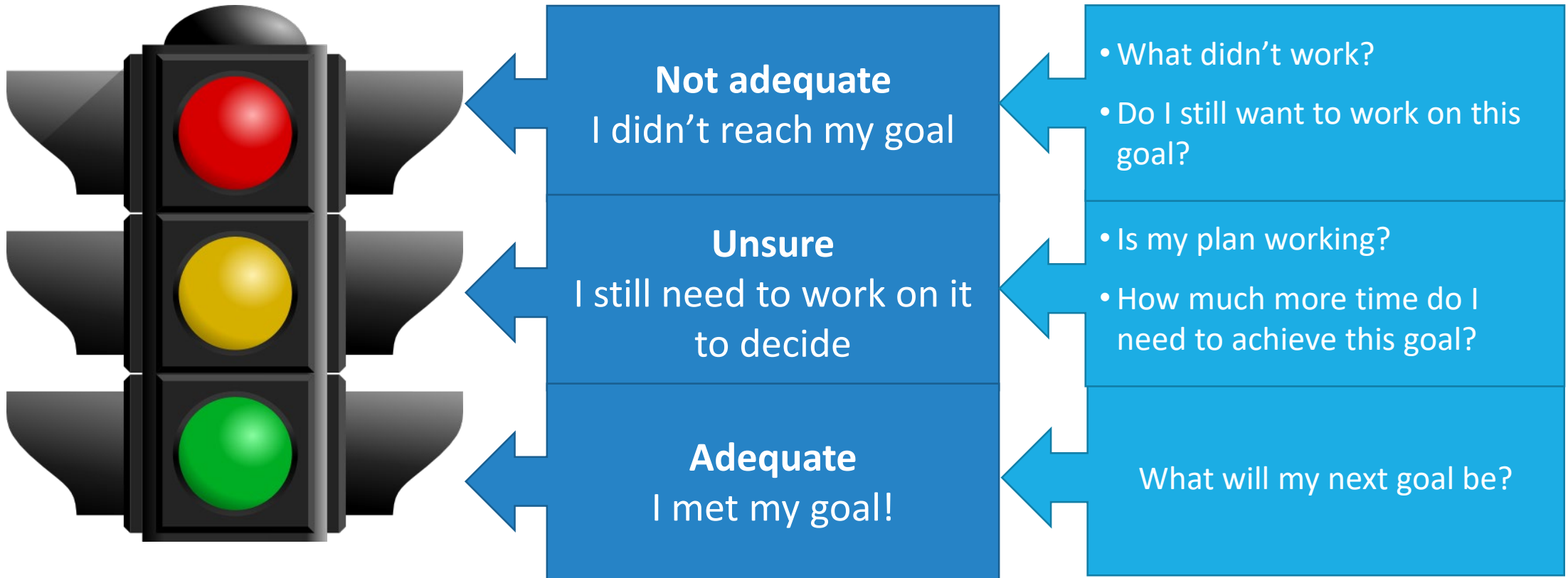


- Provide a means for educators to use **individualized supports** to enable students to begin to **teach themselves**.
- Enable students to:
 - Successfully **self-direct** their learning
 - Modify and **regulate** their own behavior

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, self-reinforcement

EDUCATIONAL SUPPORT: SELF-EVALUATION INSTRUCTION



Setting the Stage

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

