The Self-Determined Learning Model of Instruction

A Teacher's Guide

Michael Wehmeyer

Karrie Shogren

Susan Palmer

Wendy Machalicek

Nancy Garner

Catherine Grim

Margaret Lawrence

John Kelly

Jane Soukup

University of Kansas

The University of Texas at Austin

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1. Introduction

When Jim was a junior he expressed a desire to go college. Jim's teacher used **The Self-Determined Learning Model of Instruction** *to support Jim in working toward his goal. As Jim worked through the Student Questions, he investigated what was required to go to two-year and four-year colleges. Jim (with support from his teacher) identified some steps he would have to take if he wanted to go to college after high school. One step that Jim identified was improving his performance in math class. So, Jim worked with his teacher and his parents to develop a plan for studying. Jim learned how to monitor the amount of time he spent studying every day to make sure he was spending enough time on his assignments. Jim also learned how important it was to ask for help when he was confused about an assignment instead of simply not completing the assignment. Jim and his teacher worked on problem solving skills that Jim could use when he was unsure how to proceed with a problem he encountered on his math assignments.   Jim was excited about his new goals and the skills he was learning. And, he brought his math grade up from a C- to a B+!*

This handbook describes *The Self-Determined Learning Model of Instruction* (*SDLMI*) (Wehmeyer, Agran, Palmer & Mithaug, 1999) and how it can be used by teachers to support students in:

✓ learning and using self-determination skills such as problem solving, goal setting, self-advocacy, self-monitoring, self-evaluation

✓ setting meaningful instructional goals

✓ working toward and achieving goals related to academic and transition domains

✓ achieving better outcomes as he or she leaves school and moves into adult life.

The Self-Determined Learning Model of Instruction (SDLMI) is based on the principles of self-determination and student-involvement. Wehmeyer (1999) defines self-determination as "acting as the primary causal agent in one's life and making choices and decisions regarding one's quality of life free from undue external influence or interference." A causal agent is someone who makes things happen in *their* lives. There are four *essential characteristics* of self-determined behavior:

- ✓ Making choices and decisions as needed (acting autonomously)
- ✓ Having some personal control over actions (self-regulation of behavior)
- ✓ Feeling capable and acting that way (acting in a psychologically empowered manner)
- ✓ Understanding the effect of one's actions (acting in a self-realizing manner)

To build student's capacity for self-determination, there are a number of skills and attitudes that are important targets for instruction. These skills and attitudes in Wehmeyer's model are called the *component elements* and include: choice making; decision making; problem solving; goal setting and attainment; self-observation, evaluation, and reinforcement; an internal locus of control; self-awareness; and self-knowledge (Wehmeyer, 1996). Supporting students to develop these skills and attitudes can enable them to become more involved in their current learning activities and their plans for the future.

A number of successful strategies for teaching these skills to students with disabilities have been documented in the educational literature. Visit the Self-Determination Synthesis Project website for resources and ideas for lesson plans for teaching the skills associated with self-determination: http://www.uncc.edu/sdsp/sd_lesson_plans.asp.

What follows is an overview of the *SDLMI*, an explanation of the different phases of the model, and a review of best practices that will help you guide your students through the model. Case examples are scattered throughout this guide to help illustrate the *SDLMI*. You can find the case examples by searching for the gray boxes.

2. Purpose

The *SDLMI* was designed to enable teachers to "teach" students to take greater control over their own learning; to enable students to become causal agents in their lives; and to become self-directed learners. The *SDLMI* can be used in a variety of situations to support positive student outcomes. The model can be used to support students to:

- work on a class assignment or project in general or special education classes,

- develop transition-related goals, and

- develop vocational or community-based goals.

High school students with cognitive disabilities can use the *SDLMI* to set and work toward a broad array of goals. Some of these goals might be related to:

- skills in various academic subject areas

- study skills or self-management skills

- vocational support

- career exploration (transition)

- social interaction

- and anything else students can think of!

3. A Model of Instruction

The *SDLMI*, like any model of teaching, is designed as a tool to enable teachers to promote student learning.

Different Roles

The *teacher's role* in implementing the *SDLMI* differs from the more traditional teacher-directed role, yet is just as important. The teacher's role when using the *SDLMI* includes that of facilitator, instructor, and advocate:

FACILITATOR: To enable the student to succeed; to provide support without seeming to be the "authority" who has all the answers.

INSTRUCTOR: To share expertise in specific areas and encourage the student to view the teacher as a valuable resource for supporting the student in achieving his/her desired goals.

ADVOCATE: To communicate to the student "you can succeed," to provide support and collaborate with the student in the shared goal.

The *student's role* is an active one in which the student acts in collaboration with the teacher, and assumes some control over the educational process. The levels of supports needed by students to self-direct learning will vary considerably, but virtually <u>all</u> students can benefit from increased opportunities to take more control over and more responsibility for their learning. When preparing to help a student to use the *SDLMI*, teachers should think about the supports that are necessary to enable a student to direct learning to his or her maximum potential.

How the *SDLMI* Works

Teachers use the *SDLMI* to instruct students to use a self-regulated problem solving process. The student sets a preferred learning goal, develops an action plan to attain the goal, and later, self-evaluates his or her progress. The *SDLMI* consists of three problem-solving phases, with four Student Questions in each phase that drive the process (see diagrams on pg. 12-14). Each of the three phases pose a problem or question for the student to solve (e.g., What is my goal?). Phase one supports the student to define a goal. Phase two assists the student in developing a plan of action to accomplish the goal defined in the Phase one. Phase three enables the student to self-evaluate his or her progress towards the goal he or she developed. You will find that each phase has four Student Questions and associated Teacher Objectives. The Teacher Objectives provide teachers with ideas of how to support the student in answering the Student Questions. Additionally, each phase provides a list of Educational Supports that can enable your students to successfully use the *SDLMI*. Teaching students to use the skills listed in the Educational Supports box in each phase of the model can provide students with additional strategies that they can use to become the causal agent in their lives.

The following section describes three phases of the *SDLMI*.

Phase 1
**Set
A Goal**

Phase 2
**Take
Action**

Phase 3
**Adjust Goal
Or Plan**
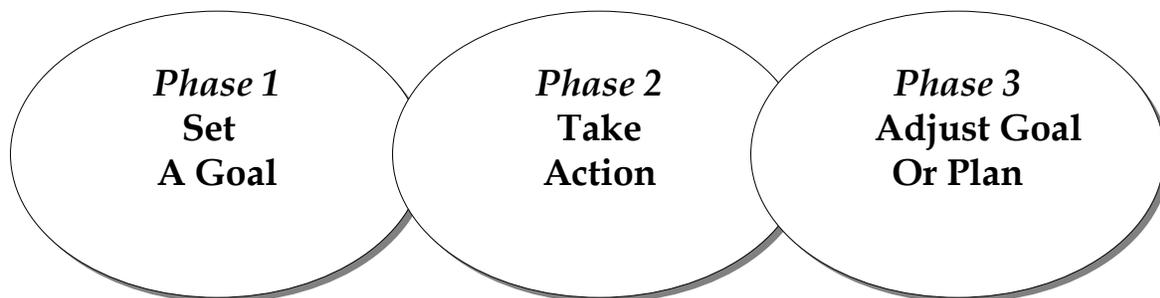
Phase 1-What is my goal?: The teacher works with the student to develop a goal. This phase may require a number of conversations between the teacher and the student before the student reaches the point of defining their goal. During these preliminary conversations, the teacher works with the student to answer question related to: what the student wants to learn about, what the student already knows, what needs to change for the student to learn what they don't know, and what actions they need to take to make this happen (see Student Questions 1-4).

Phase 2-What is my plan?: The teacher supports the student to develop an action plan for achieving their goal. Once this has been accomplished, the student takes action (with any needed/requested supports), and engages in learning activities that have been identified in the action plan. After the student spends a period of time working toward their goal, he or she returns to the *SDLMI* to complete Phase 3. The time spent on this phase will depend on the student and the goal they have set.

Phase 3-What have I learned?: In Phase 3 the student evaluates his or her progress toward the goal, again support, as needed, from the teacher. Working through Student Questions 9-12, the student determines if he or she has met the stated goal. If not, the student must decide if he or she will continue to pursue the goal and make adjustments to his or her action plan, revise/refocus the goal, or select a new goal. The student then works through the *SDLMI* phases again with the same goal, the revised goal, or a new goal.

The following pages illustrate the three phases of the SDLMI. Each diagram provides a list of Educational Supports for the phase, a statement of the problem the student is to solve in the phase, the four Student Questions, and the Teacher Objectives linked to each Student Question.

Phase 1: Set a Goal

Student Problem to Solve: What is my goal?

Educational Supports

- ✓ Student self-assessment of interest, abilities, and instructional needs.
- ✓ Awareness training.
- ✓ Choice-making instruction.
- ✓ Problem-solving instruction.
- ✓ Decision-making instruction.
- ✓ Goal setting instruction.

Student Question 1:
What do I want to learn?

Teacher Objectives

- Enable students to identify specific strengths and instructional needs.
- Enable students to communicate preferences, interests, beliefs and values.
- Teach students to prioritize needs.

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

Teacher Objectives

- Enable students to identify their current status in relation to the instructional need.
- Assist students to gather information about opportunities and barriers in their environments.

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

Teacher Objectives

- Enable students to decide if actions will be focused toward capacity building, modifying the environment, or both.
- Support students to choose a need to address from the prioritized list.

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

Teacher Objectives

- Teach students to state a goal and identify criteria for achieving goal.

Go to Phase 2

Phase 2: Take Action

Student Problem to Solve: What is my plan?

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Educational Supports

✓ Self-scheduling.
✓ Self-instruction.
✓ Antecedent cue regulation.
✓ Choice-making instruction.
✓ Problem-solving instruction.

✓ Goal-attainment strategies.
✓ Decision-making instruction.
✓ Self-advocacy and assertiveness training.
✓ Communication skills training.
✓ Self-monitoring.

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

Teacher Objectives

• Enable students to self-evaluate current status and self-identified goal status.

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

Teacher Objectives

• Enable student to determine plan of action to bridge gap between self-evaluated current status and self-identified goal status.

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

Teacher Objectives

• Collaborate with student to identify most appropriate instructional strategies.
• Teach student needed student-directed learning strategies.
• Support student to implement student-directed learning strategies.
• Provide mutually agreed upon teacher-directed instruction.

Student Question 8:
When will I take action?

Teacher Objectives

• Enable student to determine schedule for action plan.
• Enable student to implement action plan.
• Enable student to self-monitor progress.

Go to Phase 3

Phase 3: Adjust Goal or Plan

Student Problem to Solve: What Have I Learned?

Educational Supports

- ✔ Self-evaluation strategies.
- ✔ Choice-making instruction.
- ✔ Goal-setting instruction.
- ✔ Problem-solving instruction.
- ✔ Decision-making instruction.
- ✔ Self-reinforcement strategies.
- ✔ Self-recording strategies.
- ✔ Self-monitoring.

Student Question 9:
What actions have I taken?

Teacher Objectives

- Enable student to self-evaluate progress toward goal achievement.

Student Question 10:
What barriers have been removed?

Teacher Objectives

- Collaborate with student to compare progress with desired outcomes.

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

Teacher Objectives

- Support student to re-evaluate goal if progress is insufficient.
- Assist student to decide if goal should remain the same or change.
- Collaborate with student to identify if action plan is adequate or inadequate given revised or retained goal.
- Assist student to change action plan if necessary.

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

Teacher Objectives

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

Tips for Working through the Phases:

✓ Support the student in <u>asking him/herself the Student Questions</u>. The questions are written in first person singular, or the "*student voice*," to keep the focus on the student and his/her part in the process. You will need to read and discuss the questions with the student. As the student becomes more familiar with this problem solving process, he or she may use the questions more independently.

✓ Remember this process is *always a conversation* and not simply a matter of responding to a question and writing the answer. You and the student will work together as the student identifies strengths, interests and abilities, considers what to do, makes decisions about options, identifies goals, seeks out resources, takes action, identifies ways to self-monitor progress, evaluates goal attainment and so on.

✓ <u>Refer to the Teacher Objectives and Educational Supports</u> (see the diagrams on pages 12-14). The Teacher Objectives are identified in relation to each Student Question and serve as a road map to assist you in enabling the student to answer the Student Questions. The Educational Supports include various skills and supports that can enable students to successfully use the *SDLMI*. Teaching students to use student-directed learning strategies enables students to acquire another layer of skills that facilitate them becoming the causal agent in their lives.

Getting Started - Preliminary Conversations

To introduce the *SDLMI*, talk with the student in a series of conversations. Students' need for support will vary a great deal, and some students may need more external support. As you do this, you will need to provide support and scaffolding in order to gain genuine student input on his or her goal. You will need to use effective listening techniques such as restating what you think the student is expressing. Provide only as much support as is necessary for the student to succeed, and fade support as the student gains expertise. Allow enough time for these initial conversations; students will have a better opportunity to set meaningful goals if we listen carefully and clarify or shape the student's words into goals that are possibilities within school or supported community settings. You will also want to:

- Explain that you want to work with the student in learning a way to solve problems and in learning what he or she needs to know to get what they want in life.

- Discuss the following terms and support the student in sharing what he or she understands about these terms:

Problem – something that keeps people from getting what they want (such as getting a driver's license; a problem might be passing the state driver's test if you cannot read the test). Discuss examples of problems that are not just "bad things" (for example, life holds many different problems one must solve—like learning to complete homework assignments, how to manage one's time effectively, how to find a job, where to get transportation for getting around town).

Barrier – something that stands in the way of getting what you want; something that blocks your progress (I want to succeed in math class, but I don't know how.)

Goal – something you set out to do, something you work to make happen.

❑ Be clear that:

    ✓ your primary responsibility is to teach what the student needs to learn,

    ✓ you will work with the student as a partner to identify what things the student needs and wants within school parameters, and

    ✓ it is the student's responsibility to learn to develop and use this step-by-step plan to achieve goals.

Teacher Responsibility:
Facilitate and Enable

Partner to identify and develop resources

Student Responsibility:
Learn to set goals

Teaching the Student to Use the Model

The student can learn to use the *SDLMI* to set goals, by first setting short-term goals. By starting with short-term goals, the student can gain experience with the model and have some early success in its use. Start by supporting the student in setting a goal that can be readily attained within two to four weeks. If a student has difficulty identifying a very short-term goal, offer some suggestions, such as:

- learning about upcoming assignments in a class
- learn how to obtain the schedule for football season or find out the date of the next pep rally
- get information on a school club of interest
- find out who is in charge of student jobs on campus
- check out a book or video from the library
- learn how to access the Internet on a classroom computer, in the campus library, or at a public library
- identify businesses in the neighborhood that could be employment prospects
- find out where and when a desired movie is showing

Working through the Phases

Phase 1 – What is my goal?

Leslie, a junior high student with developmental disabilities, found it difficult to generate any ideas for academic goals she would like to address. Leslie appeared to lack the confidence to discuss her academic strengths and weaknesses or to answer questions about solving problems. When Leslie's teacher recommended that she learn some career-related vocabulary words, Leslie agreed that this could be her goal. Leslie's teacher provided a list of vocabulary words and Leslie reviewed the words to determine which ones she already knew. While working through the first phase of the model, Leslie realized that although she thought she knew several of the words she actually needed to find and learn the meanings of 12 of the 15 words.

One high school student, Will, age 17, with significant learning disabilities and poor self-esteem, initially set a goal related to getting better grades in the three subject classes in which he was included with general education students. When Will completed the first phase of the model to answer the question, "What is my goal?" he realized that in two of the three classes the teachers did not always remember to use the accommodations included in his IEP. For example, in History class, the instructor did not allow Will extra time to take the exams, so that his difficulty with decoding and reading large words often resulted in failing grades. Will worked with his special education teacher to identify a goal of learning to ask for accommodations when necessary.

In Phase 1 the problem that the student will be solving is "What is my goal?" The four Student Questions that enable the student to identify what they want to learn or change are:

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 it happen? (This is the actual goal for which a plan will be developed in Phase 2.)

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Question 1: What do I want to learn?

Support the student in asking him/herself the first Student Question. If necessary, read the question with (or to) the student and talk together about what the question means. Listen and wait. Ask open-ended questions to support the student in continuing to explore his/her own thoughts and ideas. Wait and listen some more.

If necessary, you may change the wording to enable the student to better understand the intent of the question. (Refer to "Alternate Phrases for Student Questions" in the Appendix for ideas.)

As you support the student, note the Teacher Objectives. For example, with Question 1, your objective is to support the student in:

- ❑ identifying specific strengths and instructional needs

- ❑ communicating preferences, interests, beliefs, and values

- ❑ prioritizing his or her instructional needs.

Focus on the student's strengths. Spend enough time so that the student will reach within him/herself to find those strengths and abilities – things they may have already learned and may want to build upon. This focus on strengths can be empowering, and helps create an opportunity for the student to select a meaningful goal.

Focus on preferences, interests, beliefs, and abilities. This ties into the legally mandated requirements to base student transition services on student's interests and preferences (IDEA, 2004). Support the student as he/she considers interests, beliefs, and needs that he or she may never have really had the opportunity to identify. If a student is involved in setting and working on a goal "owned" by him- or herself, it can be very motivating.

Prioritize instructional needs. Support the student to identify the needs that are a top priority for him or her. Help in the decision of whether one need must take precedence over

another, or if resources such as time, money, and materials must be considered. Another consideration is teaching staff availability needed for the identified skill/need.

Support the student in writing down his/her outcome for Question 1. This will be the one instructional need the student identifies after having considered, as described above, his/her strengths, interests, preferences, beliefs, abilities and the prioritization of the instructional needs he/she has identified.

Question 2: What do I know about it now?

Again, support the student in asking the question. The student, with help from the teacher:

- ❑ examines what he/she knows about the interest now, and
- ❑ identifies the barriers and opportunities in the environment that may hamper or help the student learn what he/she wants to learn.

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

With your support, the student will respond to this question and:

- ❑ determine if his or her action will be focused on capacity building—activities to gain knowledge—or on modifying the environment to support his or her learning, and
- ❑ weigh the possible options and pick a priority instructional need to address.

Consider the following case examples that illustrate the necessity of supporting a student to identify their primary needs to reach their goal. "Allison" wants to get a job in a flower shop. She has cared for a few houseplants at home, but she decides she needs to learn about cut flowers and how to arrange and care for them. Allison knows of several grocery stores and flower shops in the community, and her parents are supportive of her desire to find a job. She decides she needs to gain some skills. She identifies "take a class in floral design" as her priority instructional need.

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Now consider this example using the <u>same goal</u> but a different set of circumstances. "Allison" already has the basic skills for a job in floral design. She even knows of a large florist that may have some openings. However, Allison lives in a rural part of the county where there is no public transportation. Allison sees a need to look at the environmental barrier she faces. She identifies "find transportation to help me get to the shopping area" as her priority.

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

The teacher objective is to teach the student to:

- ❑ state a goal and

- ❑ identify criteria for achieving this goal.

The goal should not simply state an action, it should also express the desired outcome (for example, not just "go get my driver's license" but rather "I will pass my driver's license test within 6 months."). The process requires collaboration and dialogue between the student and teacher as the student determines the goal, decides what will be involved in reaching the goal and identifies the criteria that will show "I got there." The time it takes for a student to work through Phase 1 will vary depending upon the student and his/her capabilities and experience, the nature of the student's interests and learning needs, the teacher's time availability, and so forth.

Phase 2 - What is my plan?

*In phase 1, **Leslie**, decided to learn some career-related vocabulary words. During the "What is my plan?" step, Leslie decided that in order to learn the vocabulary words she would identify the meanings of the words and practice the meaning of each word. Leslie would work with her teacher to find accurate meanings for each word and practice using flashcards that she created with her teacher. Leslie appeared to become more invested at this point. She talked about her goal to other classmates and teachers and carried her flashcards with her all day at school. Leslie enjoyed reviewing her vocabulary words with her teacher and her peers and made steady progress in learning the words.*

*In phase 1, **Will** worked with his special education teacher to identify a goal of learning to ask for accommodations when necessary. In this phase, Will decided that in order to get better grades, he had to manage his study time better, remember to ask the teacher for appropriate accommodations, and develop some self-assertive behavior in order to meet his goal. His teacher worked with him to enable Will to become more empowered in the general education setting, to determine when and how to talk with the teachers, and to set up a self-management plan for study time. By the end of the next grading period, Will had begun to show some improvement in two of his three subjects. Will and his teacher continued to meet occasionally throughout the semester to work on difficulties and get extra help.*

This second instructional phase is designed to support students in solving the problem "What is my plan?" The next four Student Questions that enable students to solve the Phase 2 problem are:

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?

Questions 5, 6 and 7 lead the student in a logical sequence to develop an action plan. The teacher objectives linked to all of these questions are to:

- ❑ Enable the student to self-evaluate his/her current status and self-identified goal status

- ❑ Enable the student to determine a plan of action to bridge the gap between his/her current status and self-identified goal status

- ❑ Collaborate with the student to identify the most appropriate Educational Supports to enable the student to make progress on reaching their goal.

- ❑ Teach the student the identified student-directed learning strategies (e.g., self-monitoring, self-reinforcement) and support the student in their implementation

- ❑ Provide mutually agreed upon teacher-directed instruction

Once the student has an action plan, he or she will engage in the steps to achieve the goal specified in the action plan. The teacher identifies specific instructional strategies to address the goal and shares the options with the student. First consideration should always be given to student-directed instructional strategies, such as:

- self-monitoring

- self-instruction

- self-evaluation

- self-reinforcement

- choice-making and decision-making skills

- goal-attainment skills

However, there are some skills and concepts that may best be addressed with teacher-directed strategies. Since the student will have little knowledge of specific strategies, it is entirely consistent with student-directed learning if the student delegates the responsibility for

selecting strategies to the teacher. The key is that the student has an equal voice in the process. The teacher then teaches using the agreed upon strategies.

The outcome of Student Questions 5, 6, and 7 is that the student has:

- information on his/her current status (e.g., baseline data) and his/her goal status
- identified a plan of action, complete with instructional strategies
- removed barriers to implementing the plan

The student's answer to Student Question 8, "When will I take action?" begins a timeline to implement the action plan he or she has designed. The teacher's objectives are to enable the student to:

- determine a schedule for the action plan
- implement the action plan
- self-monitor his or her progress

Encourage the student to plan details, including how much time per day/week he or she will devote to working on the goal and a date by which he or she would like to evaluate progress (Phase 3). Support the student in finding a way to visualize and record this schedule, such as using a calendar or daily planner to track hours spent implementing the plan. Support students in monitoring progress during implementation; talk about ideas for keeping track of what they are doing. Self-monitoring is useful in helping the student focus on the task itself and in collecting data the student can use when he/she self-evaluates progress (Phase 3).

Phase 3 - What have I learned?

*In the previous phases, **Leslie** worked with her teacher to develop a plan of action for learning vocabulary words. The "What have I learned?" step focused on Leslie's increased sense of adequacy in decision-making and goal setting. Leslie realized that she had some control over her goal accomplishment. She appeared to make the connection between her effort towards her goal (learning the vocabulary words) and her goal attainment. Leslie's goal attainment was measured by the number of correctly defined vocabulary words. By the last session, Leslie was able to identify 13 out of the 15 words. Leslie was very pleased by the praise she received from the adults in her classroom. When engaged in other activities at school, Leslie appeared more confident when answering questions and making decisions. Leslie was very pleased with her success and appeared eager to use her new goal setting skills in other areas.*

*In the previous phases, **Will** developed a plan to improve his grades that included managing his study time better, remembering to ask the teacher for accommodations, and developing some self-advocacy skills. The final phase of the model focuses on, "What have I learned?" Will and his teacher talked about his emerging self-advocacy skills. They also talked about how he had been able to begin to self-manage his study behaviors. The Self-Determined Learning Model of Instruction enabled Will's teacher to support him to become a more effective learner. At the end of the school year, Will was very pleased to have passed his three classes and to have learned to talk with his teachers to ask for help when needed.*

The third instructional phase is designed to support students in identifying "What have I learned?" If the student is just learning to use the model, questions can be modified to help the student understand each question or reword that question. The four Student Questions that enable students to solve the Phase 3 problem are:

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?

Questions 9 and 10 guide the student through a process of self-evaluation, enabling the student to determine if his/her actions have been effective. Consider implementing Questions 9 and 10 together and Questions 11 and 12 together since the questions within each pair are closely associated.

The teacher objectives for Questions 9 and 10 are to:

❑ enable the student to self-evaluate progress toward goal achievement, and

❑ collaborate with the student to compare progress with desired outcomes

The student should use the information gathered during his/her self-monitoring process when considering the first two questions. The student should also evaluate his/her current goal status and then compare it to his/her initial or baseline status.

With respect to Questions 11 and 12, the student will make a decision about future actions. The student will determine one of three possible conclusions:

Conclusion	Action Option
1) Progress is adequate, but I'm not quite there yet!	■ Keep working on current goal and current action plan. Pick a date to repeat Phase 3.
	■ Revise goal or criteria, if necessary—return to Phase 1 to do this. Implement Phases 1-3 accordingly
	■ Revise action plan to implement new or revised strategies or to spend more time on implementation—return to Phase 2 to do this. Implement Phases 2-3.
2) I have achieved my goal.	■ Select a new instructional need—return to Phase 1. Implement Phases 1-3 accordingly.
3) I have not made progress.	■ Revise goal or criteria—return to Phase 1 to do this. Implement Phases 1-3.
	■ Revise action plan—return to Phase 2 to do this. Implement Phases 2-3.

The teacher objectives associated with Questions 11 and 12 are to:

- support the student to re-evaluate the goal if his/her progress is insufficient

- assist the student to decide if the goal remains the same or changes

- collaborate with the student to identify if the current action plan is adequate given the revised or retained goal

- assist student to change his/her action plan, if necessary

Teachers need to be aware of issues in the selection of a new goal. A student may want to completely drop the existing goal and select a new goal. In some cases, the original goal is clearly not a goal a student wishes to pursue. However, it may be just as likely that the student is feeling some frustration and simply wishes to give up. In the latter case, support the student to see the positive steps that have been taken. He/she may want to take time to work on refining or revising the goal and/or the action plan, rather than moving too swiftly to abandon the goal. By giving the plan a chance and considering modifications, the student has an opportunity to learn about the problem-solving process. As the student works with the action plan, explores and broadens his/her experience, learns skills to handle setbacks and make revisions, the *SDLMI* phases provide a structure for this learning process. When the student learns to use the *SDLMI* while supports are still readily available in a school setting, the student will gain valuable experience for adulthood in dealing with obstacles and finding resources to use in modifying or changing goals in adult life.

Applying the *SDLMI*

The *SDLMI* is well-suited to supporting students to develop the skills associated with self-determination as they learn to identify and work toward educationally-relevant goals. The Educational Supports that may assist students in using the model include:

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

- awareness training

- choice-making, decision-making, and problem-solving instruction

- goal-setting and attainment instruction

- self-scheduling

- self-instruction

- strategies for self-monitoring, self-reinforcement, and self-evaluation

- antecedent-cue regulation strategies

- self-advocacy or assertiveness training

- communication skills training

The focus, and challenge for teachers, is to enable the student to learn about the process of setting and working toward goals and to provide initial and ongoing support as needed by the student. Once the student has gained some experience in the use of the model and has made the Student Questions his/her own, a good starting point may be to support the student in setting a learning goal in an area with *high interest*.

At first, work on one goal so the student finds it easier to focus, be more productive, and have a more satisfying experience using the model. The goal should be one that the student

selects (with guidance from the teacher). As in all instruction, early and continuing success

makes it more likely the student will continue to work toward his/her goal. The plan of action

for pursuing the goal (Phase 2) and the evaluation of progress (Phase 3) provide the framework

for self-monitoring and self-evaluation and modifications if the plan is not working to the

student's satisfaction.

The model supports the student in cycling through the goal several times as he/she

rethinks strategies and assesses progress. Rather than a straight-line, the journey a student takes

may weave back and forth through the stages of the model as he/she determines the desired goal.

When the student self-evaluates their progress toward the goal (Phase 3), the student may define

a more complex or more narrowly focused goal that targets what he/she really wanted to learn,

but was not initially able to pinpoint.

Helpful things to remember:

- ✓ Students should initially practice moving through the Student Questions with a goal
  that can be completed in a short period of time (2-4 weeks)
- ✓ When students are evaluating the progress they have made towards a goal, help them
  focus on small successes and encourage them to redefine goals they didn't meet
- ✓ Whenever possible, support students to choose student-directed educational supports
  (e.g., self-reinforcement, choice making, etc.)

Appendix

Some Helpful Examples

Included in Appendix are:

- Brief Description of the Education Supports

- Possible Alternate Phrasings for Student Questions;

- Sample: "Amy's" short-term goal when she was learning to use the model

- Sample: "Rafael's" goal – to improve his grades

- Blank Examples of Student Questions forms – Academic and General

- Blank Teacher Objectives and Educational Support Pages

- Resource List

Brief Description of Educational Supports for Use with SDLMI

Antecedent-cue regulation strategies

- Antecedent cue regulation is an action taken to alter conditions before a target behavior in order to influence the probability of its occurrence. This can be a picture, symbol, or word that reminds individuals to engage in a target behavior. A variety of prompts are used in this way by people in everyday life, i.e., a post-it note on the back door to remind us of an early dental appointment. The prompt must be meaningful to the student and should be decided upon by the student and teacher, not just assigned.

Assertiveness training

- Students will need to be able to be assertive to express their opinions and make their wishes known. This concept of assertiveness is between aggressiveness and neutrality or passivity. It is not meant to be training for chaos, but merely training students to express their positive and negative feelings appropriately, to initiate and terminate conversations when needed, and to say "no" if that is what they truly wish to say. For example, a student goes for pizza in a restaurant, and the counter person points to a slice of pizza with everything on it and says, "You want pizza?" The student nods and the person has already begun to heat a piece that is not the one likely to be selected by the student. A person displaying assertive behavior would say, "No, I wanted the one with pepperoni, not that one," while a person who is not assertive would pay for the pizza and attempt to eat it.

- Powers and colleagues (1996), suggest a three step strategy that a student might employ: (1) look others in the eye, (2) speak calmly and firmly, and (3) if they disagree, repeat what you want and explain your reasoning.

Awareness training

- In awareness training, the student must first acquire a broader sense of themselves, learning to apply that knowledge to building a positive self-image and gaining self-confidence. In order to be self-aware, a student should be able to identify basic physical and psychological needs, interests, and abilities. He or she should know which of these interests are common and which are unique. A student should also know how their behavior affects others to be self-aware.

Choice-making instruction

- Direct instruction related to choice-making is teaching a student to choose from two or more alternatives, based on individual preference. Depending on the ability of the student, this is a rudimentary method. However, students often see the educational process as affording them with no choice. Here, the instruction would focus on illustrating the choices that are evident to teachers (but not necessarily to students), such as, you choose to turn in assignments as opposed to keeping them in your locker. Choice can be as simple as indicating preferences, as being a part of the decision-making process, and ultimately as an expression of autonomy and dignity.

- Teachers can integrate choice-making into their daily activities by following the five keys outlined by Shevin and Klein (1984) to maintain the balance between student choice and teacher professional responsibility: (1) incorporate student choice early into the instructional process, (2) increase the number of decisions related to a given activity that a student makes, (3) increase the number of domains in which decisions are made, (4) raise the significance in terms of risk and long-term consequences of the choices the student makes, and (5) have clear communication with the student concerning areas of possible choice, and the limits within which choices must be made.

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Communication skills training

- Communication skills include non-verbal components of conversations and the paralinguistic aspects, responding to a conversational partner's question or statement with a relevant statement or answer, initiating conversations at appropriate times, appropriate turn taking, and showing continued interest in a conversation by employing brief speech acknowledgments. Ineffective conversation skills include frequent silences following a partner's questions or statements, abrupt responses, frequent interruptions, off topic responses, inappropriate tone, and mumbling or otherwise unintelligible responses. Direct training would include tailoring the student's needs to the task that must be accomplished related to communication skills. Optimizing a student's self-identified strengths in communication and suggesting possible areas for improvement would be a direct way to address these communication skills related to identified goals.

Decision-making instruction

- Although there is great similarity between choice and decision-making, as well as problem-solving, there also exists some difference. Decision-making is broader than choice-making. Decision-making is a process of weighing the adequacy of various solutions. But, in problem-solving the solution is not immediately evident.

- A decision-making model includes the following steps: (1) listing relevant action alternatives, (2) identifying possible consequences of those actions, (3) asserting the probability of each consequence occurring (if actions were undertaken), (4) establishing the relative importance (value or utility) of each consequence, (5) integrating these values and probabilities to identify the most attractive course of action (Byeth-Marom et al., 1991).

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Goal attainment strategies

- Instruction in methods to attain particular goals or outcomes that the student self-identifies. Goal attainment is another way to state the concept of goal-setting instruction.

Goal-setting instruction

- Goal-setting instruction will guide students through a series of steps which might include most of the following, depending on the situation: (1) have a student self-identify a goal, (2) clarify discrepancies within a positive, matter-of-fact attitude, (3) identify a solution (4) identify positive consequences for meeting the goal, (5) develop a monitoring plan, and (6) write a simple goal contract and have it signed (Agran, 1997).

Problem-solving instruction

- Problem solving instruction involves the teaching of strategies to assist an individual student with functioning in the environment. In problem solving, a solution is not previously known and must be identified. Problems may be simple to complex, depending on the instance. Social problem solving involving interpersonal communication is one of the most difficult problems to attempt to solve.

- Problem solving instruction would include the process of helping the student: (1) define the problem and determine the need for a solution, (2) identify one or more solutions, (3) implement solution(s), and (4) evaluate the effectiveness of the solution(s).

Self-advocacy instruction

- Instruction in a variety of skills to promote leadership, teamwork, and self-advocacy related to basic rights related to citizenship and legal rights. The skills which promote self-advocacy include assertive behavior, communication, decision-making skills, goal setting and attainment, leadership skills, legal and citizenship rights and responsibilities, problem-resolution skills, public speaking skills, transition planning, and use of community resources.

Self-assessment of interests, abilities, and instructional needs

- This includes assisting students to determine what he/she enjoys, does well, and what he/she needs to learn. Unlike a simple listing of interests and abilities, this process would take more thought, perhaps an introduction of the ideas first and a compilation of the ideas at a later data or at least a second chance to revise the list of interests and abilities.

- Instructional needs would include any adaptations needed to be educated in regular classes

Self-evaluation

- Self-evaluation involves the comparison of the behavior being self-monitored (observed and recorded) and the performance goal. Students can learn to provide themselves with immediate feedback using self-monitoring and evaluate to determine if the appropriate response was given.

- After a goal is set, then a method of self-evaluation would be mutually determined. A format for self-evaluation should be developed in conjunction with student input and agreement. The method of evaluation might be pictorial, a verbal checklist, or in written form, depending on the student's needs, capacity, and choice. The student should be capable of understanding and completing the needed behavior, and realize when this has been done. Assistance can be given to help the student understanding the steps that might be taken to achieve the targeted outcome.

Self-instruction

- Self-instruction is a specific type of "self-talk" related to a task that a student verbalizes while completing a task. Meichenbaum and Goodman (1971) have a give-step teaching model which includes the following

  1. Teacher performs task, instructing aloud while student observes,

  2. Student performs task while teacher instructs aloud,

3. Student performs task while self-instructing aloud,

4. Student performs task while whispering,

5. Student performs task while self-instructing "covertly"

Self-scheduling

- The student will be able to assume the responsibility of scheduling times with the teacher or mentor to discuss goal-setting activities using a system of written scheduling in a day planner, or personal appointment book. The strategy of scheduling will focus on a target, the goal, but be of general use in the life of the student to maintain assignments and class requirements.

- Self-scheduling involves: (1) understanding the activities that need to be conducted or that the student wants to accomplish that is relevant for the task, (2) scheduling when they are to be done, (3) remembering when they are scheduled (using a permanent prompt such as a planner or photo album with picture prompts), and (4) having some sort of monitoring system so the student can check off when each of these activities has been conducted. Embedded in self-scheduling are time management skills, such as prioritizing things that need to be done.

Self-monitoring

- Self-monitoring includes systematic observation and recoding of the target behavior. In other words, a student must acknowledge his own behavior and monitor it. The behavior that is being monitored should be thoroughly understood by the student in terms of how it relates to the larger goal. In behavioral terms, self-monitoring affects change because it is thought to function as a discriminative stimulus to desired cure, responding prior to and during task performance.

Self-Determined Learning Model of Instruction
Alternate Phrasing for Student Questions

Phase 1:   What is my goal?

Student Question 1: What do I want to learn?
- **Alternative Phrasing**
  - **What do I want to do?** OR
  - **What do I want to know about?**   OR
  - **What goal do I want to work on?**

Student Question 2: What do I know about it now?
- **Alternative Phrasing**
  - **N/A**

Student Question 3: What must change for me to learn what I don't know?
- **Alternative Phrasing**
  - **Do I need to change?** AND **Should I try to change something else?**

Student Question 4: What can I do to make this happen?
- **Alternative Phrasing**
  - **What can I do to make these changes?**

Phase 2:   What is my plan?

Student Question 5: What can I do to learn what I don't know?
- **Alternative Phrasing**
  - **Where do I start?**
  - **What is the first step?**

Student Question 6: What could keep me from taking action?
- **Alternative Phrasing**
  - **What is in my way?**
  - **What is stopping me?**

Student Question 7: What can I do to remove these barriers?
- **Alternative Phrasing**
  - **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?**

Student Question 8: When will I take action?
- **Alternative Phrasing**
  - **When do I start?**
  - **When will I begin?**

Phase 3:   What have I learned?

Student Question 9:   What actions have I taken?
    Alternative Phrasing
- **What have I done?**
- **What is the result?**
- **Is my plan working?**

Student Question 10: What barriers have been removed?
    Alternative Phrasing
- **What problem has been removed?**
- **What problem have I solved?**

Student Question 11: What has changed about what I don't know?
    Alternative Phrasing
- **What have I learned?**
- **What progress have I made?**
- **What has changed about my situation?**

Student Question 12: Do I know what I want to know?
    Alternative Phrasing
- **Did I learn what I wanted to learn?**
- **Did I reach my goal?**

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

Name ___"Amy"_____   Date ___9-29_____
                                                  (Date Phase 1 Began)

School _____xxxxxxxxxxxxxxxxx_____

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

☞ *Please answer the questions below.*

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

I would like to go to a day care and take a class working with little infants, so I can learn more
about them and how to take care of them

2. What do I know about it now?

You have to change their diapers, feed them a bottle, and change their clothes if they make a
mess on themselves. The places that cares for babies are the hospital, a babysitter, or a day care
center

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

I would take more classes. I could take the infant classes at the college or the recreation center.
I could go to the library and look up a book on infants. I could even volunteer at a hospital or
day care center.

4. What can I do to make this happen?

I will call the college or the daycare to sign up for the infant class so I can learn more about the
infants.

☞ *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**

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

Name _____ "Amy" _____ Date _9/30_____
                                      (Date Phase 2 Began)

School _____xxxxxxxxxxxxxxxxxxxxxx_____

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?

Get the pamphlet on when the college offers the classes- what time they start and end. Call the
daycare to get information on classes. I could even volunteer at a hospital or the day care. I'll
find out which college, day care or hospital I want to go to.

⇩

6. What could keep me from taking action?

If the phone went dead. If the pamphlet didn't go through in the mail. If there wasn't a hospital
nearby.

⇩

7. What can I do to remove these barriers?

Buy a new phone. Use somebody else's phone. Tell them to send another one (pamphlet). Use a
friend's mailing address. Go to another hospital that's somewhat nearby.

⇩

8. When will I take action?

10-2 after school

☛ *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   "Amy"   Date   10/5
                                                   (Date Phase 3 Began)

School   xxxxxxxxxxxx

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

9. What actions have I taken?

I called the XYX Community college, got a pamphlet for continuing education, and the degree
        catalogue. Got pamphlet from the Rec. Center. I looked up the phone number to XYX
        Community College (Ms. W., teacher helped)

⇩

10. ~~What barriers have been removed?~~ What problem have I solved?

My brother has stopped using the phone so much. I have less homework. New barriers I have –
babysitting and basketball games.

⇩

11. ~~What has changed about what I don't know?~~ What progress have I made?

I have learned to call information at the college to find out about classes available. Look in
phone book to find college's number. Asking a teacher at XYX College

⇩

12. Do I know what I want to know?

So far, yes. I know what to expect from XYX Community College on Infant classes.

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

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

        ☛ **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 __"Rafael"__   Date __10/3__
                                                      (Date Phase 1 Began)

School __xxxxxxxxxxxxxxxxxxxxx__

What is my goal? ☛ What class do you want to improve?
- **X** English
- **X** Math
- ○ Social studies
- ○ Science
- ○ Other

☛ *Please answer the questions below.*

1. What do I want to learn or improve on in (English and Math) class?
I want to learn how to pass all my classes so I don't have to go to summer school and miss
vacation trip with my family and so I can move to the next campus.

⬇

2. What do I know about it now in (English and Math) class?
I have to pass English or I won't be able to go to the next school. I have to pass Algebra because
I can't go for 2 classes in summer school. If I fail anything else, I'll have to go to summer
school for 2 semesters. I couldn't go on vacation with my family, ir if I did go on vacation, I
couldn't move to the next school

⬇

3. What must change for me to learn what I don't know in (English and Math) class?

I need to find out what I have to do for each class and use a planner to keep up with assignments.
I need to learn to do time management. I need to attend tutorial. I might need to drop one extra-
curricular activity.

⬇

4. What can I do to make this happen?
I will learn to use my planner to record all assignments and due dates and use a daily "To Do"
list to be sure. I will pass all my subjects and be promoted.

☛ *I have listed a specific, measurable activity for student question 4 . This is my goal in*
__English and Math__ class, 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   "Rafael"   Date   10/4

                                                       (Date Phase 2 Began)

School   xxxxxxxxxxxx

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 meet with each of my teachers to find out the specific things I need to do to bring up my grades. I can go to tutorials and work with teachers to help me focus on the most important work. I will get help to use my planner on a daily basis. I can use a TO DO list to check that I turn in homework. I can drop (XXX) activity.

⇩

6. What could keep me from taking action?

Forgetting to use the planner. Sleeping late and missing tutorials. TV, friends. Just not doing my work. Getting bored and discouraged. Working too many hours at my part-time job.

⇩

7. What can I do to remove these barriers?

Keep my planner in my backpack. Always keep it with me and refer to it. Go to bed at a reasonable time and use an alarm clock. Find a friend to study with . Set a reward for myself: if I pass first 6 weeks, go to a favorite Mexican restraurant and think about vacation trip.

⇩

8. When will I take action?

My first day back – January 8th

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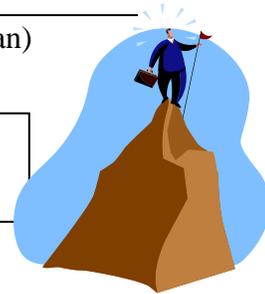
End of Phase 2 ⇨ Go on to Phase 3

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

Name "Rafael"

Date 1/20

(Date Phase 3 Began)

School xxxxxxxxxxxxxxxx

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

9. What actions have I taken?

I used my planner, but I did forget to write down a project. I turned the project in late and lost points. I attended tutorial but missed a few by oversleeping. I got a new girlfriend and spent a lot of time on the phone. I also didn't want her to know I was going to tutorials.

10. What barriers have been removed?

I dropped (xxx) activity. I improved a lot on meeting due dates because I started using my planner for all appointments – dates, assignments, doctor appointments, sports stuff. I also told my boss I couldn't work overtime this semester and didn't get fired.

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

I passed English! I'm not sure about Algebra – I'm still a little behind.

12. Do I know what I want to know?

I have made progress on my grades improving.

Did I finish my goal? *Please mark in the bubble* ◯ Yes   **X**   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.

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

Name _____ Date _____

(Date Phase 1 Began)

School _____

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?

_____

_____

_____

⇩

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?

_____

_____

_____

☞ *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**

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

Name _____   Date _____
(Date Phase 2 Began)

School _____

> **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:
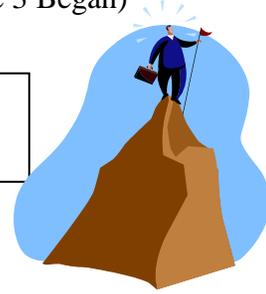## Student Questions – *Phase 3 –Adjust Goal or Plan*

Name _____   Date _____

(Date Phase 3 Began)

School _____

> **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.

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

Name _____   Date _____
                                               (Date Phase 1 Began)

School _____

What is my goal? 👉 What class do you want to improve?
- ○ 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, 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 _____   Date _____

                                                             (Date Phase 2 Began)

School _____

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:
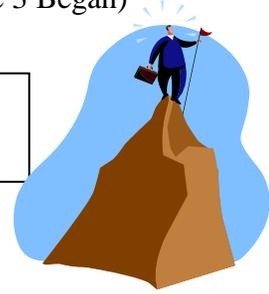## Student Questions – *Phase 3 –Adjust Goal or Plan*

Name _____   Date _____
                                                  (Date Phase 3 Began)

School _____

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.

The Self-Determined Learning Model of Instruction:
Teacher Objectives and Educational Supports – *Phase 1 – Set a Goal*

Teacher Name: _____ Date _____

(Date Phase 1 Began)

Student Name: _____

☛ *Please mark (✔) any Educational Supports that you used.*

What is my goal? – Educational Supports

☐ 1.1 Student assessment of interests, abilities, and instructional
  needs
☐ 1.2. Awareness training
☐ 1.3 Choice-making instruction
☐ 1.4 Problem-solving instruction
☐ 1.5 Decision-making instruction
☐ 1.6 Goal-setting instruction.

☛ *Please mark (✔) any Teacher Objectives that you met or targeted.*

Student Question 1: What do I want to learn? – Teacher Objectives

☐ 1.1 Enable students to identify specific strengths and instructional needs
☐ 1.2 Enable students to communicate preferences, interests, beliefs and values
☐ 1.3 Teach students to prioritize needs

⬇

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

☐ 2.1 Enable students to identify their current status in relation to the instructional need
☐ 2.2 Assist students to gather information about opportunities and barriers in their
  environments

⬇

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

☐ 3.1 Enable students to decide if action will be focused toward capacity building,
  modifying the environment, or both
☐ 3.2 Support students to choose a need to address from the prioritized list

⬇

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

☐ 4.1 Teach students to state a goal and identify criteria for achieving goal.

End of Phase 1 ⟶ **Go on to Phase 2**
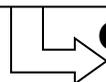
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The Self-Determined Learning Model of Instruction:
Teacher Objectives and Educational Supports – *Phase 2 – Take Action*

Teacher Name: _____   Date _____

(Date Phase 2 Began)

Student Name: _____

☛ *Please mark (✔) any Educational Supports that you used.*

What is my plan? – Educational Supports

- ☐ 2.1 Self-scheduling
- ☐ 2.2 Self-instruction
- ☐ 2.3 Antecedent cue regulation
- ☐ 2.4 Choice-making instruction
- ☐ 2.5 Goal-attainment strategies
- ☐ 2.6 Problem-solving instruction
- ☐ 2.7 Decision-making instruction
- ☐ 2.8 Self-advocacy and assertiveness training
- ☐ 2.9 Communication skills training
- ☐ 2.10 Self-monitoring strategies

☛ *Please mark (✔) any Teacher Objectives that you met or targeted.*

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

- ☐ 5.1 Enable students to self-evaluate current status and self-identified goal status.

⬇

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

- ☐ 6.1 Enable students to determine plan of action to bridge gap between self-evaluated current status and self-identified goal status.

⬇

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

- ☐ 7.1 Collaborate with student to identify most appropriate instructional strategies
- ☐ 7.2 Teach student needed student-directed learning strategies
- ☐ 7.3 Support student to implement student-directed learning strategies
- ☐ 7.4 Provide mutually agreed upon teacher-directed instruction

⬇

Student Question 8: When will I take action? – Teacher Objectives

- ☐ 8.1 Enable student to determine schedule for action plan
- ☐ 8.2 Enable student to implement action plan
- ☐ 8.3 Enable student to self-monitor progress

End of Phase 2 ⟼ **Go on to Phase 3**

The Self-Determined Learning Model of Instruction:
Teacher Objectives and Educational Supports – *Phase 3 – Adjust Goal or Plan*

Teacher Name: _____   Date _____

                                                          (Date Phase 3 Began)

Student Name: _____

☛ *Please mark (✔) any Educational Supports that you used.*

What is my plan? – Educational Supports

- ☐ 3.1 Self-evaluation strategies
- ☐ 3.2 Choice-making instruction
- ☐ 3.3 Goal-setting instruction
- ☐ 3.4 Problem-solving instruction
- ☐ 3.5 Decision-making instruction
- ☐ 3.6 Self-reinforcement strategies
- ☐ 3.7 Self-recording strategies
- ☐ 3.8 Self-monitoring strategies

☛ *Please mark (✔) any Teacher Objectives that you met or targeted.*

Student Question 9: What actions have I taken? – Teacher Objectives

- ☐ 9.1 Enable students to self-evaluate progress toward goal achievement

⬇

Student Question 10: What barriers have been removed? – Teacher Objectives

- ☐ 10.1 Collaborate with student to compare progress with desired outcomes

⬇

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

- ☐ 11.1 Support student to re-evaluate goal if progress is insufficient
- ☐ 11.2 Assist student to decide if goal remains the same or changes
- ☐ 11.3 collaborate with student to identify if action plan is adequate or inadequate given revised or retained goal
- ☐ 11.4 Assist student to change action plan if necessary

⬇

Student Question 12: Do I know what I want to know? – Teacher Objectives

- ☐ 12.1 Enable student to decide if progress is adequate, inadequate, or if goal has been achieved

☛ **Did the student finish their goal?** *Please mark in the bubble* ◯ Yes ◯ No

The student can now go back to Phase 1 and set a new goal (if they finished this goal) or revise their goal or action plan if they did not achieve their goal.

Annotated Resource List

Websites Useful for Teachers in Supporting Student Self-Determination

Beach Center on Disability

The Beach Center on Disability is a research center at the University of Kansas that supports individuals with disabilities, their families, service providers, researchers, and policy makers through research, information distribution and training. Topics useful to educators on self-determination and access to the general education curriculum may be found in the *Real Stories and Tips* and *Books, Manuals and Reports* sections of this website.

For further information contact:

Beach Center on Disability
The University of Kansas
1200 Sunnyside Avenue
3136 Haworth Hall
Lawrence, Kansas 66045-7534
Voice: 785-864-7600
Fax: 785-864-7605
Email: beachcenter@ku.edu
Website: http://www.beachcenter.org/

National Center on Secondary Education and Transition

The National Center on Secondary Education and Transition (NCSET) coordinates national resources, offers technical assistance, and disseminates information related to secondary education and transition for youth with disabilities.   Links include topics on:

- Postsecondary Education and Employment
- Topics on Teaching and Learning
- Transition Planning and Community Resources
- Youth Development and Family Participation

For further information contact:

National Center on Secondary Education and Transition
National Center on Secondary Education and Transition
Institute on Community Integration
University of Minnesota
6 Pattee Hall
150 Pillsbury Drive SE
Minneapolis MN 55455
612-624-2097 (phone)
612-624-9344 (fax)
Email: ncset@umn.edu
Website: http://www.ncset.org/

Self-Determination Synthesis Project

The University of North Carolina at Charlotte, with a grant from the Office of Special Education Projects/US Department of Education, is conducting a review and synthesis of the knowledge base and best practices related to self-determination (SD) and self-advocacy (SA) interventions in order to improve, expand, and accelerate the use of this knowledge by the professionals who serve children and youth with disabilities and the parents who rear, educate, and support their children with disabilities.

For further information contact:

David Test, Project Contact
Department SPCD, College of Education
University of North Carolina at Charlotte
9201 University City Blvd.
Charlotte NC 28223-0001
Phone: 704-687-8853
Fax: 704/687-2916
Email: dwtest@email.uncc.edu
Website: http://www.uncc.edu/sdsp/home.asp

Institute for Community Inclusion

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, and
- 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 additional information contact:

Institute for Community Inclusion/UCEDD
UMass Boston
100 Morrissey Blvd.
Boston, Massachusetts 02125
Voice:(617) 287-4300
Fax: (617) 287-4352
TTY: (617) 287-4350
Email: **ici@umb.edu**
Website: http://www.communityinclusion.org/

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Byeth-Maron, R., Fuschoff, B., Jacobs, Quadrel, M., & Fruby, L. (1991). Teaching decision-making to adolescents: A critical review. In J. Baron & R. V. Brown (Eds.), *Teaching decision making to adolescents* (pp. 7-18). Hillsdale, MJ: Lawrence Erlbaum.

The Individuals with Disabilities Education Improvement Act of 2004. (2004). Pub. L. No. 108-446, 101, 118 Stat. 2647.

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Shevin, M., & Klein, N. K. (1984). The importance of choice-making skills for students with severe disabilities. *Journal of the Association for Persons with Severe Handicaps, 9*, 159-166.

Wehmeyer, M.L. (1996). Self-determination as an educational outcome: Why is it important to children, youth and adults with disabilities? In D.J. Sands & M.L. Wehmeyer (Eds.), *Self-determination across the life span: Independence and choice for people with disabilities* (pp. 15 - 34). Baltimore, MD: Paul H. Brookes.

Wehmeyer, M. L. (1999). A functional model of self-determination: Describing development and implementing instruction. *Focus on Autism and Other Developmental Disabilities, 14*, 53 - 61.