Using the Self-Determined Learning Model of Instruction to Teach Self-Determination Skills

PRACTICE DESCRIPTION
(Evidence-Based Practice)

What is the evidence base?

This is an evidence-based practice for students with disabilities based on four methodologically sound group design studies with random assignment across 900 students.

Where is the best place to find out how to do this practice?


With whom was it implemented?

- Students with
  - Intellectual disability ($n = 239$)
  - Learning disabilities ($n = 480$)
  - Autism ($n = 18$)
  - Physical disabilities ($n = 1$)
  - Speech/language disorders ($n = 1$)
  - Other ($n = 6$)
  - Multiple disabilities ($n = 7$)
  - ADD/ADHD ($n = 4$)
  - Emotional/behavioral disorders ($n = 3$)
  - Other health impairment ($n = 2$)
  - Not reported ($n = 139$)
- Males ($n = 219$), females ($n = 105$), not reported ($n = 576$)
- Ages ranged from 10 to 21 years old
- Ethnicity
  - White ($n = 138$)
  - Hispanic ($n = 41$)
  - Other ($n = 9$)
  - American Indian ($n = 4$)
What is the practice?

The Self-Determined Learning Model of Instruction (SDLMI) is an instructional model that teaches students to engage in self-directed and self-regulated learning.

The instructional model is comprised of three phases:
1. Set a goal
2. Take action
3. Adjust goal or plan

Students are required to solve the problems through a series of four steps:
1. Identify the problem
2. Identify potential solutions to the problem
3. Identify barriers to solving the problem
4. Identify consequences of each solution

Each question is linked to a set of Teacher Objectives that describe the student outcomes for each question. Each phase includes a list of Educational Supports that teachers can implement to enable students to engage in self-directed learning.

Where has it been implemented?

- High school (3 studies)
- Middle school and high school (1 study)

How does this practice relate to Common Core Standards?

- **CCSS.ELA-LITERACY.CCRA.L.3** – Knowledge of Language: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

How does this practice relate to the Common Career Technical Core?

- **Plan education and career path aligned to personal goals.** Career-ready individuals take personal ownership of their own educational and career goals, and they regularly act on a plan to attain these goals.
• **Act as a responsible and contributing citizen and employee.** Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others.

• **Apply appropriate academic and technical skills.** Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive.

**References used to establish this evidence base:**


**Additional References:**


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