

***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?

- [SDLMI Teacher's Guide: https://selfdetermination.ku.edu/wp-content/uploads/2019/05/Teachers-Guide-2019-Updated-Logos.pdf](https://selfdetermination.ku.edu/wp-content/uploads/2019/05/Teachers-Guide-2019-Updated-Logos.pdf)

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 ($n = 4$)

- Asian/Pacific Islander ($n = 5$)
- 2 or more races ($n = 18$)
- Not reported ($n = 685$)

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:

- Lee, S.-H., Wehmeyer, M. L., Palmer, S. B., Soukup, J. H., & Little, T. D. (2008). Self-determination and access to the general education curriculum. *The Journal of Special Education, 42*(2), 91–107. <https://doi.org/10.1177/0022466907312354>
- Shogren, K. A., Burke, K. M., Anderson, M. H., Antosh, A. A., Wehmeyer, M. L., LaPlante, T., & Shaw, L. A. (2018). Evaluating the differential impact of interventions to promote self-determination and goal attainment for transition-age youth with intellectual disability. *Research and Practice for Persons with Severe Disabilities, 43*(3), 165–180. <https://doi.org/10.1177/1540796918779775>
- Wehmeyer, M. L., Palmer, S. B., Shogren, K., Williams-Diehm, K., & Soukup, J. H. (2013). Establishing a causal relationship between intervention to promote self-determination and enhanced student self-determination. *The Journal of Special Education, 46*(4), 195–210. <https://doi.org/10.1177/0022466910392377>
- 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*(2), 135–153. <https://doi.org/10.1177/001440291207800201>

Additional References:

- Raley, S. K., Shogren, K. A., & McDonald, A. (2018). Whole-class implementation of the self-determined learning model of instruction in inclusive high school mathematics classes: Self-determination with the whole-class. *Inclusion, 6*(3), 164–174. <https://doi.org/10.1352/2326-6988-6.3.164>

The contents of this Practice Description were developed under a grant (H326E200003) from the Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.

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National Technical Assistance Center on Transition: the Collaborative. (2021). *Practice description: Using the Self-Determined Learning Model of Instruction to teach self-determination skills*. University of North Carolina at Charlotte.

