The Self-Determined Learning Model of Instruction (SDLMI) and the Self-Determination Inventory (SDI)

SELDA
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Adapted from “Your Complete Guide to Transition Planning and Services” (Morningstar and Claybourne-Desai, 2018)
What is Self-Determination?

• Acting or causing things to happen in their life
• Knowing your strengths and growth opportunities
• Being able to advocate for supports
• Three parts associated with the Self-Determined Inventory:
  • **Decide:** learning strengths and areas of need, setting goals for the future
  • **Act:** working towards goal and solving problems; knowing different ways to overcome challenges
  • **Believe:** feeling that they are able to reach their goals; feeling empowered to make changes that support their desired life choices
Abilities and Skills Associated with Self-Determination

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

Also referred to as:

- Executive processing skills
- 21st century learning skills
- College and career readiness skills
- Metacognitive skills
Self-Determined Learning Model of Instruction (SDLMI)

SDLMI

• Goal setting/goal attainment process
• Use across all environments and course work
• Student Engagement
  • Use with student-led IEPs
  • Connect to transition planning

Some of these goals might be related to:
• Skills in academic subject areas
• Study skills or self-management
• Vocational outcomes
• Career exploration (transition)
• Social interaction
• Behavior
• Home and community
Roles of Facilitator and Person

Facilitator: Support, Teach, Advocate, Self-Direct

Person: Actively Participate, Self-Advocate

Partners to identify and develop resources

- Facilitator
  - Support the student
  - Teach the steps
  - Advocate for the student

- Person/Student
  - Self-Directed
  - Actively Participates
  - Self-Advocate
Three Phases of the SDLMI

Phase 1: Set a Goal

Phase 2: Take Action

Phase 3: Adjust Goal or Plan

What are my career and job goals?

What is my plan?

What have I achieved?
Phase : Set A Goal

- What are my career and job goals?
- The student uses a series of questions to identify and set their career and job
  - Based on the student’s strengths, interests, and abilities to address the problem
Questions for Phase 1

• What career and/or job do I want?
• What do know about it now?
• What must change for me to get the job and career I want?
• What can I do to make this happen?
Phase 2: Take Action

- What is my plan?
- The student develops an action plan to achieve the goal they set in Phase 1
Questions for Phase 2

• What actions can I take to meet my career or employment goals?
• What could keep me from taking action?
• What can I do to remove these barriers?
• When will I take action?
Phase 3: Adjust Goal or Plan

• What have I achieved?
• The student evaluates their progress towards the goal
• They adjust as needed or if achieved begin a new goal
Questions for Phase 3

- What actions have I taken?
- What barriers have been removed?
- What has changed to get me to career and/or job I want?
- Have I achieved what I want to achieve?

- Set another goal or make a new action plan
Goal Attainment Scale (GAS)

- Goal Attainment Scale (GAS): an individualized outcome measure involving goal selection and goal scaling in order to capture the extent to which a person’s goals are met
  - One goal chosen by the student
  - Monitored by the student
  - Measures created by the student
The Self-Determination Inventory: Student Report (SDI:SR)

- The Self-Determination Inventory System (SDIS), available online, is a suite of tools that measure a person’s self-determination.
- Self-report measure validated for young people ages 13-22 with and without disabilities.
- 10-30 minutes to complete (varies).
- This is a snapshot of your self-determination on the day you took the SDI.
- Offers audio that reads the questions aloud and in-text definitions of words.
Self-Determined Action

Decide:
- I use my strengths and areas of need to identify goals.
- I choose goals based on my vision for future.

Act:
- I work to solve problems as I move towards my goals.
- I think about different pathways to get around barriers to my goals.

Believe:
- I feel empowered to take action toward my goals.
- I know I can do things and be supported as I work towards my goals.
SDI:SR Score Sheet Report

**SDI:SR Report with Scores**

**SDI:SR Report without Scores**

**MY SELF-DETERMINATION INVENTORY**

- **Decide**: Score 44
- **Act**: Score 36
- **Believe**: Score 49

Remember, your self-determination is continuously changing. There is always room to grow!

Self-Determination Inventory Student Report Guide
Actions to Improve Scores

Decide
- Choice making
- Decision making
- Goal setting
- Problem solving
- Planning

Act
- Self-management
- Goal attainment
- Problem solving
- Self-advocacy

Believe
- Self-awareness
- Self-knowledge
Profile: 8th Grade Student (1st Transition Plan)

- **Choice making**
  - Explore career or work interests based on IGP or other career assessments/interest inventory

- **Decision making**
  - Choose an education path and job preference based on the exploration
Profile: 11th Grade College Bound Student

**MY SELF-DETERMINATION INVENTORY**

- **Self-advocacy**
  - Practice requesting what they need
  - Know rights under the Americans with Disabilities Act

- **Self-awareness**
  - Discuss effectiveness of accommodations
  - Identify strengths

- **Self-knowledge**
  - Understand their disability
Profile: 10th Grade Student with ADHD

- Self-management
  - Use an organizer
  - Improve executive functioning skills
- Goal setting
  - Set daily goal
  - Per class
  - For a targeted area
With Self-Determination Comes Great Power
Contact Information

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