Embedding the SDLMI Within Other Evidence-Based Initiatives and Across Content Areas

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OUTCOMES

Greater academic achievement
- Progress in general education curriculum
- Academic goal attainment

Increased postsecondary outcomes
- Postsecondary education
- Competitive, integrated employment
- Community participation
- Quality of life


Self-Determination is...
...a dispositional characteristic manifested as acting as the causal agent in one’s life.

Self-determined people...
...act in service to freely chosen goals (i.e., causal agents).

People who are causal agents...
...make, or cause, things to happen in their lives. They are “goal chasers.”

(Shogren et al., 2015)
I use my strengths and areas of need to identify goals.

I choose goals based on my vision for future.

I work to solve problems as I move towards my goals.

I think about different pathways to get around barriers to my goals.

I feel empowered to take action toward my goals.

I know I can do things and be supported as I work towards my goals.
Using Assessment to Guide Intervention

• 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 transition assessment for students aged 13 to 22

• Online with accessibility features:
  ✓ In-text word definitions
  ✓ Audio playback
  ✓ Mobile/tablet compatibility
VISUAL ANALOG SCALE

Computer-scored, slider scale system (0-99)

Shogren & Wehmeyer (2017)
IN-TEXT DEFINITIONS

Scroll over, plain language definitions of potentially challenging words

Shogren & Wehmeyer (2017)
MY SELF-DETERMINATION INVENTORY

- Decide: Knowing strengths and areas of need, setting goals based on a vision for the future.
- Act: Solving problems in working towards goals, thinking about different pathways to move through barriers.
- Believe: Feeling empowered to reach goals, knowing one can make changes and be supported in their life.

Supports: Choice making, decision making, goal setting, problem solving, planning, self-management, goal attaining, problem solving, self-advocacy.

Opportunities: Self-awareness, self-knowledge.

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

This is a snapshot of your self-determination on the day you took the SDI.

Knowing where you are in your self-determination helps you identify:
- actions you are using now to cause the things you want in your life, AND
- actions you want to use in the future to reach goals at school, home, work, and the community.
Cuestionario para el estudiante

Cantidad de preguntas respondidas hasta el momento:

Tengo lo que necesito para lograr mis objetivos.
- Desacuerdo  
- Acuerdo

Cuando tengo un problema, pienso en distintas formas de resolverlo.
- Desacuerdo  
- Acuerdo

Cuando hago planes, pienso en diferentes opciones.
- Desacuerdo  
- Acuerdo
Teaching model that enables teachers to teach students to:

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

**SELF-DETERMINED LEARNING MODEL OF INSTRUCTION (SDLMI)**

- **Phase 1:** Set a Goal
  - What is my goal?
- **Phase 2:** Take Action
  - What is my plan?
- **Phase 3:** Adjust Goal or Plan
  - What have I learned?
SDLMI STUDENT QUESTIONS

• Follow a sequence so that the student answers the overall question of each phase.

What is my goal?

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?

What is my plan?

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?

What have I learned?

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?
Embedding SDLMI and Other Initiatives

As a model of instruction, the SDLMI can be overlaid on any content area or educational context to support students in achieving:

- Academic goals ("I want to pre-read English assignments before class.")
- Transition goals ("I want to learn what classes I need to pass to apply for college.")
- Social-emotional goals ("I want to make new friends based on shared interests.")

The SDLMI can also be combined with other interventions to enhance students outcomes. For example:

- ASPIRE to enhance self-determination and student-led IEPs
- Check-and-Connect to pair mentoring and self-determination instruction
SETTING THE STAGE

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


Questions?

Thank you! For more information, visit:

SELF-DETERMINATION.ORG

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