Within Multi-tiered Systems of Support for All Students

Sheida Raley, Ph.D.
raley@ku.edu
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Being self-determined means acting or causing things to happen as you set and work toward goals in your life.
Self-determination

Teaching the abilities and skills associated with self-determination

Providing supports and accommodations as necessary

Providing opportunities to use and practice these skills

✓ Choice making
✓ Decision making
✓ Problem solving
✓ Goal setting
✓ Planning
✓ Goal attainment
✓ Self-management
✓ Self-advocacy
✓ Self-awareness
✓ Self-knowledge
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 functioning skills
• 21st century skills
• College and career readiness skills
• Metacognitive skills
Instruction in the skills associated with self-determination are critical for all students.

Universal or Tier 1 supports are provided to all students in core content areas, alongside their peers (Tier 1). More targeted supports are provided to students with and without disabilities to engage in the SDLMI (Tiers 2 and 3).
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

Phase 1: Set a Goal

Phase 2: Take Action

Phase 3: Adjust Goal or Plan

**What is my goal?**

**What is my plan?**

**What have I learned?**
Phase 1: Set a Goal

Hanna got a job at a retail store with support from a local service provider. But soon she realized that she needed support to get to work. Because she had not used public transportation before, she decided to set a goal of finding transportation that gets her to work around her work schedule.

Phase 2: Take Action

Hanna made a plan to look up public transportation available in her community. She used the Internet and asked her friends.

Phase 3: Adjust Goal or Plan

Hanna ended up looking up three transportations (local bus routes, transportation service for people with disabilities, ridesharing). Based on discussion about pros and cons for each option, she decided to use transportation service for people with disabilities. At the end, she decided to set a new goal of arranging rides with the transportation service.

SDLMI In Action - Hanna
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?
TIME
✓ 15 to 30 minute lessons twice a week on skills on how to identify a goal, how to solve problems, etc.

STUDENT GOALS
✓ Goals related to academic, transition, or social-emotional learning:
  o Being prepared for class (e.g., organizing notes before coming to class)
  o Researching job requirements based on interests
  o Developing a self-management schedule to complete assignments and extracurricular activities

WHEN
✓ Embedded during regular content instruction or identified academic support or transition planning time
✓ The teacher supports students, but students self-direct the process

WHO
✓ Mini-lessons taught by both general and special education teachers
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<th>Week</th>
<th>Day</th>
<th>Mini-Lesson Topic</th>
<th>Mini-Lesson Notes</th>
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<td>#1 SDL:SR Pre-test</td>
<td>TP1_Self-Determination Inventory: Student Report (SDI:SR) Pre-test</td>
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<td>Friday, September 18</td>
<td>#2 Preliminary Conversation</td>
<td>TP2_Introduction to Self-Determination</td>
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<td>TP20_Goal Attainment Scaling (GAS) Part 2: Indicate Goal Attainment</td>
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<td>#21 SDL:SR Post-test</td>
<td>TP21_Self-Determination Inventory: Student Report (SDI:SR) Post-test</td>
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<td>#22 Celebration!</td>
<td>TP22_Congratulations on working on your goal!</td>
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Note: GAS = Goal Attainment Scaling, SDL:SR = Self-Determination Inventory: Student Report, SQ = Student Question, TP = Transition Planning
Phase 1 Question 3 & 4 - 4th hour

What is my goal? What do I want to learn or improve on.

Name:

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

I need to manage my time better and work in a distraction free environment as well as well as to stop procrastinating.

4. What can I do to make this happen?

I can turn off my phone and go study in a coffee shop where I don't have things to distract me. I can also set reminders to remind myself to study a couple days before the test vs. the day before.
Sometimes goals follow a straight road...
And sometimes I may run into barriers to getting to my small goal & big goal AND THAT’S OKAY!!
Make connections
What are some barriers you could run into getting to your goal?

ME!!  Barriers?  Goal
WHY SDLMI NOW?

Provides a way for teachers to learn about students’ strengths and support needs as they shift to virtual learning.

Provides teachers with an opportunity to learn what 21st century learning skills (e.g., self-regulation, self-awareness) students need support with as they navigate barriers while working toward their goals in virtual learning environments.

Provides students with opportunities to learn how to self-monitor their progress toward self-selected goals.

Provides an opportunity for students to set goals that are not only related to academic learning, but also to support their social-emotional needs as they continue to adjust to virtual learning.
Each mini-lesson includes:

• **Teacher Objectives** List of materials (Powerpoints and resources for students to complete)

• **Procedures** (step-by-step guide to conduct the mini-lesson)

Important note:

• Teacher can and should modify the materials and procedures to best meet the needs of their students. For example, more think-pair-share instead of discussing as a whole group.
SDLMV VIA DIGITAL PLATFORMS

Implementers are provided materials per mini-lesson, including:

1. Mini-lesson plan (objectives and procedures)
2. Powerpoint presentation
3. Resources (for students to complete)

These mini-lesson materials are provided in multiple ways:

- Hardcopy
- Flashdrive
- Digital Platforms (Google Classroom and Schoology)
• Attending and participating in student IEP meetings to learn about student strengths and support needs as well as family beliefs and values

• **Sharing information** on student goals and their plans to achieve them across general and special education

• Identifying collaborative **planning time** to discuss student goals and how teachers can support students

• Having **administration support** for teachers to engage in professional development and planning
Resources


Questions?

Thank you! For more information, visit:

SELF-DETERMINATION.ORG

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