

# SELF-DETERMINED LEARNING MODEL OF INSTRUCTION

## Introductory Vocabulary Lesson Plans

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Shogren, K. A., Wehmeyer, M. L., Burke, K. M., & Palmer, S. B. (2017). The Self-Determination Learning Model of Instruction: Teacher's Guide. Lawrence, KS: Kansas University Center on Developmental Disabilities.

For more information, visit [self-determination.org](http://self-determination.org) or email [selfdetermination@ku.edu](mailto:selfdetermination@ku.edu).

# Defining the Self-Determined Learning Model of Instruction (SDLMI)

## Lesson 1: Introduction to Self-Determination – Defining Terms

**Title:** Intro to Self-Determination

**Target Level:** K-12 - adjust as needed for grade level

**State Standards:** Align to appropriate grade level standard

**Objectives:**

- Define self-determination
- Explain why self-determination is important to your life
- Define related terms: goals, goal setting, problem-solving

**Materials needed:**

- Anchor Chart for terms
- Intro to Self-Determination assessment checklist-attached

**Time Frame:** One class period (15 minute lesson)

**Lesson Procedure:**

1. Begin by asking the class what they would do if they wanted extra recess or free time. How would they make this happen? Let them share their solutions and then tell them all they just set a goal and found a way to solve the problem of earning extra recess time. “The lesson today is all about goals and how to reach those goals through problem-solving and goal setting.”
2. Define self-determined. Being self-determined means acting or causing things to happen in your life. Write term on an anchor chart.
3. Explain why SD is important to kids’ lives.
  - Making decisions on things that impact your daily life: what to wear, what to eat, games to play, making friends, choice of books or activities, where to work, college and career goals, etc.
4. Define goal. A goal is something you work toward to make happen. It is the aim of your effort.
5. Ask students to brainstorm goals. List a few on the anchor chart and lead a discussion on why we need to set goals and how this will positively impact their lives.

6. Define goal setting. Goal setting is the process of deciding what you want and making a plan to obtain it. Write the definition on the anchor chart. Make modification to verbiage depending on grade level.
7. Define problem-solving. Problem-solving is the process of finding solutions to difficult issues. Write the definition on the anchor chart and lead a discussion on how we problem solve every day.
8. Ask a few questions to check for understanding before moving students into small groups. They are to discuss and define goals, goal setting, problem-solving, and self-determination in their small groups. The teacher will rotate through the groups with the assessment checklist to ensure all students understand the terms, asking clarifying questions as needed.

**Specific Options for Differentiating this Lesson:** Customize according to grade and developmental level of students.

**Evaluation:** Introducing Self-Determined Learning Model of Instruction Checklist; see attached

**Extending Understanding:**

Address questions such as:

- a. What are the benefits of being self-determined at school and at home?
- b. What are some goals you want to obtain soon?
- c. What happens if you cannot complete one of the steps in your goal?
- d. What is your next step when a problem arises?



## Lesson 2: Introduction to Self-Determination – Defining Additional Terms

**Title:** Intro to Self-Determination - defining additional terms

**Target Level:** K-12 - adjust as needed for grade level

**State Standards:** Align to appropriate grade level standard

**Objectives:**

- Review why self-determination is important to your life and terms from LP 1: goal, goal setting, and problem-solving
- Define related terms: problem, barrier, action

**Materials needed:**

- Anchor Chart for terms from lesson one
- Intro to Self-Determination assessment checklist LP2 (see attached)

**Time Frame:** One class period (15 minute lesson)

**Lesson Procedure:**

1. Begin the class with a review of the terms from lesson one: goal, goal setting, and problem-solving using the anchor chart from lesson one. Ask the students if they remember the problem they were trying to solve in the first lesson (extra recess time, free time).
2. Tell the students that this lesson is going to teach them more about setting goals. Ask them why goal setting is important and how it impacts their lives.
3. Define problem. (The last lesson discussed problem-solving as the process of finding solutions to difficult issues.) A problem is something that keeps people from getting what they want. For example, a problem for getting a driver's license might be passing the state driver's test if you cannot read the test. Add this term to the anchor chart or create a new one for the new terms.
4. Ask students to brainstorm some problems they have encountered recently and discuss what they did to solve them.
5. Define barrier and add to the anchor chart. A barrier is something that stands in the way of getting what you want; something that blocks your progress. For example, I want to succeed in math class, but I do not know how.
6. Ask students to brainstorm some barriers they have experienced this year so far.
7. Define action and add to the anchor chart. An action is something you purposefully do to help you reach your goal or solve a problem. Connect ACTION back to GOAL from the review of terms

from LP 1. (Goal: something you work toward to make happen. It is the aim of your effort.) Help the students relate action to meeting goals.

8. Ask a few questions to check for understanding before moving students into small groups. They are to discuss the terms from the day's lesson (problem, barrier, action) while the teacher monitors their discussions and clarifies as needed. The teacher will use the assessment checklist to be sure all students understand and use the terms correctly and reteach terms as needed.

**Specific Options for Differentiating this Lesson:** Customize according to grade and developmental level of students.

**Evaluation:** Introducing Self-Determined Learning Model of Instruction Checklist 2; see attached

**Extending Understanding:**

Address questions such as:

- a. What are some problems you think you might have this year? Next year?
- b. What are some actions to help you solve those problems or get through a barrier?
- c. How are goals and actions connected?



## Lesson 3: Introduction to Self-Determination – Defining Additional Terms

**Title:** Intro to Self-Determination - defining additional terms

**Target Level:** K-12 - adjust as needed for grade level

**State Standards:** Align to appropriate grade level standard

**Objectives:**

- Review self-determination: Acting or causing things to happen in your life
- Define related terms: Act, Decide, Believe and connect these terms to self-determination.

**Materials needed:**

- Anchor Chart for terms from lessons one and two for reference
- Intro to Self-Determination assessment checklist LP3 (see attached)

**Time Frame:** One class period (15 minute lesson)

**Lesson Procedure:**

1. Begin the class with a review of the terms from lesson one (goal, goal setting, and problem-solving) and two (problem, barrier, and action) using the anchor charts for reference.
2. Tell the students that this lesson is going to teach them more about the language of self-determination. Ask the students if they remember what being self-determined means and why it is relevant to their lives. Tell the students the new vocabulary for this lesson is DECIDE, ACT, and BELIEVE.
3. Define DECIDE. DECIDE means to make a choice. You may be familiar with the word “decision” and know that you make many decisions every day. Tell us one decision you made this morning when getting ready for school. DECIDE is a very important term when we are talking about self-determination because you DECIDE what to do when you set a goal.
4. Add this term to the anchor chart or create a new one for the new terms.
5. Define ACT and add to the anchor chart. ACT is very much like the word ACTION from our last lesson. We defined ACTION as something you purposefully do to help you reach your goal or solve a problem. To ACT is to move closer to your goal. For example, If you want to be sure you get to work on time, you need to take action to help you reach your goal of being on time. Setting a reminder on your phone to leave at a certain time might be a good action to help with this goal. You are ACTING to help you get closer to your goal.
6. Brainstorm a goal with the students. Connect this new goal to the term DECIDE and how they are making a choice to set a goal. Move to ACT and discuss what action must be taken to move closer to the goal.

7. The final term to discuss is BELIEVE. This is defined as “to accept as true or real.” We BELIEVE a lot of things. Tell me one thing you each BELIEVE. This word also connects to self-determination and is probably the most important of all the words we have learned so far. BELIEVE you can work on your goals. BELIEVE you can use your skills and resources (people, supports) around you to reach a goal. BELIEVE you can be successful when you ask for the support(s) you need when writing a paper.
  
8. Ask a few questions to check for understanding before moving students into small groups. They are to discuss the terms from the day’s lesson (DECIDE, ACT, BELIEVE) while the teacher monitors their discussions and clarifies as needed. The teacher will use the assessment checklist to be sure all students understand and use the terms correctly and reteach terms as needed.

**Specific Options for Differentiating this Lesson:** Customize according to grade and developmental level of students.

**Evaluation:** Introducing Self-Determined Learning Model of Instruction Checklist 3; see attached



