

SELF-DETERMINED LEARNING MODEL OF INSTRUCTION

LESSON PLANS

CREATED BY:



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For more information, visit self-determination.org or email selfdetermination@ku.edu.

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Defining the Self-Determined 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?

Introducing Self-Determined Learning Model of Instruction Checklist

Ask students the following questions and place a check mark in each box that each student answers correctly.

Student	Define Self-Determination	Explain why Self-Determination is important to your life	Define goals	Define goal setting	Define problem-solving

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-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?

Introducing Self-Determined Learning Model of Instruction Checklist 2

Ask students the following questions and place a check mark in each box that each student answers correctly.

Student	Define Problem	Define Barrier	Define Action	Explained the difference between a goal and action

The Phases of SDLMI

Lesson 3: SDLMI Phase 1 – Introduction to Phase 1 Questions

Title: SDLMI Phase 1: Introduction to Phase 1 Questions

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

State Standards: Align to appropriate grade level standard

Objectives:

- Review Phase 1 Questions.
- Review a short-term goal example, taking the goal through Phase 1 questions.
- Using a short-term goal example, answer Phase 1 questions.

Materials needed:

- Anchor Chart with Phase 1 questions prewritten or an enlarged copy of the Phase 1 graphic organizer (see attached)
- List of all school activities or clubs available for students
- Checklist: Answering Phase One Questions (see attached)
- Optional independent assessment: Phase One graphic organizer

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

Lesson Procedure:

Note: The following lesson input can also be modified by using the example on page 27 of the SDLMI if more appropriate for your students.

1. Begin by stating, “Cable TV, satellite, Hulu, Netflix, and other ways to watch TV make so many channels available for people to watch these days. How many of you know every single one of those channels? None of us do. That is way too many channels to know! Just like we don’t know all of the channels on TV without looking at the guide, we don’t know all of the activities that our school has to offer for you all to participate. The TV guide is like our list of clubs and there is a lot to choose from at our school.
2. “Today we are going to use this list of school clubs and the questions on the anchor chart to help us learn more about a club we might want to join.”
3. Read the 4 questions on the anchor chart.

- a. What do I want to learn?
- b. What do I know about it now?
- c. What must change for me to learn what I don't know?
- d. What can I do to make this happen?

"These questions are important because they will help us go from a general starting point to a specific goal, and once we have a goal, we can set out to accomplish that goal. Do you remember the definition of GOAL? Look back at our anchor chart from last week and review that vocabulary as we get started." The teacher will review the vocabulary terms from the introductory lessons 1 and 2, reviewing the terms written on the anchor charts. (Terms to review: goal, goal setting, problem-solving, problem, barrier action.)

4. Explain that the class will use a general goal as an example today to practice. We want to find out about school clubs and find one to join. The class will use questions from phase 1 of SDLMI to go through the 4 steps. Be sure to emphasize throughout the lesson that the questions will help students form a process to create a goal. Check for understanding throughout with questions to keep the students engaged.

The teacher reads the list of clubs to the students. "Okay, I like to draw, and we have an Art Club, so that sounds like a good place to begin. An art club might be fun." Model completing the "I'm good at....section on the graphic organizer.

Think aloud as you go through the questions.

"Question 1 is about what I want to learn. We know I want to join a school club, and we just looked at the list and chose Art Club, this is what we want to learn." The teacher models by writing "I want to learn about Art Club at my school" in the arrow for question 1.

"Question 2 is asking 'What do I know about it now?' Well, I don't really know much about the club other than that it is about art, so that is what I will write in the arrow for question 2." The teacher models by writing "I know the Art Club is about art."

"Question 3 is asking 'What must change for me to learn what I don't know?' I don't know much about the club, but I need a place to start to learn more. I guess I should find out more about the club, and that is what I need to write in the arrow for number 3." The teacher models by writing "I need to learn more about Art Club" in number 3.

"Question 4 states 'what can I do to make this happen?' Let's look back at number 3. We wrote that we would learn more about the Art Club. But how? I really don't know who is in charge of the Art Club. I wonder if that information is on the school website. What about classmates in the club? I guess I could ask around and see if anyone I know is in the club. So, a next step would be to learn more about Art Club by reading about it and talking to others." The teacher models and writes "I will learn more about Art Club by reading about it and talking to others."

"Guess what? We now have a goal! Our goal is to learn more about the Art Club to see if we want to join. We will learn more by reading about it and speaking to others." Model writing this goal in the goal circle at the top of the graphic organizer.

5. Ask a few questions to check for understanding before moving students into small groups. Have the students work in pairs and repeat the process above. They will select a club they want to use for the activity and discuss the four questions in Phase 1 of the SDLMI process listed above. The teacher will rotate through the groups with the assessment checklist to ensure all students understand the questions and can answer them, asking clarifying questions as needed. They can discuss and write in the graphic organizer or just discuss, whatever time allows.
6. Optional independent assessment step: Repeat the process again on their own. The student chooses a club of interest from the list and writes the answers to the 4 phase 1 questions on the graphic organizer. Be sure to point out the additional questions at the bottom (I am good at... and Who can help me reach my goal?) and have them complete as well.

Specific Options for Differentiating this Lesson: Customize according to grade and developmental level of students. Higher learners could write the answers to the questions rather than just answering them aloud.

Extending Understanding:

Address questions such as:

- a. Why is it important to answer yourself questions like “what do I want to learn?” when setting a goal?
- b. If you don’t have the tools to make a change in order to accomplish a goal, what would you do?
- c. What happens if you cannot answer one of the questions in these steps for your goal?
- d. What do you think would be your next step in accomplishing a goal?

Practice- Answering Phase One Questions

Goal: Get information on a school club of interest

Ask students the following questions and place a check mark in each box that each student answers correctly.

Student	What do I want to learn?	What do I know about it now?	What must change for me to learn what I don't know?	What can I do to make this happen?

Name:

Goal

SDLMI
Phase **1**

What do I want to learn or improve on?

What must change for me to learn what I do not know?

What do I know about it now?

What can I do to make this happen?

I'm good at:

Who can help me reach my goal?



Lesson 4: SDLMI Phase 2 – Introduction to Phase 2 Questions

Title: SDLMI Phase 2: Introduction to Phase 2 Questions

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

State Standards: Align to appropriate grade level standard

Objectives:

- Review Phase 2 Questions.
- Review a short-term goal example, taking the goal through Phase 2 questions.
- Using a short-term goal example, answer Phase 2 questions.

Materials needed:

- Anchor Chart with Phase 2 questions prewritten or an enlarged copy of the Phase 2 graphic organizer (see attached)
- Checklist: Answering Phase Two Questions (see attached)
- Optional independent assessment: Phase Two graphic organizer

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

Lesson Procedure:

Note: The following lesson input can also be modified by using the example on page 28 of the SDLMI if more appropriate for your students.

1. Begin by stating, “What would do you guys think would happen if we never set any goals? Think about it.....what if we walked through every day just letting whatever happens happen and never doing anything, never taking any action? Do you think you would like that? Would you have any control over your life?” Allow for a few minutes of discussion. "No, if we take no action in our lives, we are not going to accomplish much or feel very happy about where life is heading. Setting goals and working to achieve those goals is very important for each one of us to be happy and fulfilled in our lives."
2. “Today we are going to continue working on our goal from yesterday. We created a goal through our list of questions, and now we are going to create a plan, so we can take action on that goal.” The teacher calls on a student to read the goal that was created the day before.
3. Read the 4 questions on the anchor chart.
 - a. What can I do to learn what I don’t know?
 - b. What could keep me from taking action?
 - c. What can I do to remove these barriers?
 - d. When will I take action?

“These questions are important because they will help us move closer to finding out about Art Club and making a decision on joining the club. The class will use questions from phase 2 of SDLMI to go through the 4 steps. Be sure to emphasize throughout the lesson that the questions will help students form a process to take action on a goal. Check for understanding throughout with questions to keep the students engaged.

Think aloud as you go through the questions.

“Question 1 is about what we can do to learn what we don’t know. We know that we want to learn more about Art Club and we decided we would do that by learning more about it. We can read about it and ask others, but let us make that more specific. Where can we read about it? Is there information about clubs on the school website?” Allow for student input and suggestions. “Yes, there is information on the school website and in the office. What else can we do?” Allow for student input. “What about you guys? Do you have any friends in the Art Club? Or can you ask around to see if anyone knows about it?” Allow for student input. “Okay, great. We have a few ways we can learn about what we don’t know and we can add that to our anchor chart.” The teacher models by writing “I can read about Art Club from school materials online and in the office. I can also ask friends at school if they know anything about Art Club.” in the arrow for question 1.

“Question 2 is asking ‘What could keep me from taking action?’ It might be hard to look up information online if I don’t have a computer at home. I might also not be able to find a friend that knows anything about Art Club, so that is what I will write in the arrow for question 2.” The teacher models by writing “No computer at home; Friends don’t know about Art Club.”

“Question 3 is asking ‘What can I do to remove these barriers?’ Do you remember what barrier means?” Teacher elicits student response and refers to the anchor chart with vocabulary terms to review. “Ok, so how do we figure out how to solve our problems in question 2? Hmmmm, no computer at home.....Many of you guys might have this problem. Or you may have a computer at home, but your brother is on it and won’t let you use it.” Ask students for a solution. “Yes, we could use the computer at school! What about the next barrier? What if you cannot find a friend who knows about the Art Club?” Elicit responses. “I think I would start by asking a teacher.” The teacher models by writing “I can look for information when I am at school and ask a teacher about the club” in number 3.

“Question 4 states ‘When will I take action?’ Does anyone know why setting a date to start is so important?” Elicit responses. “This helps us get started. I think I can get started on this tomorrow so that is what I will write for number 4.” The teacher models and writes the date on arrow 4.

"Not only do we have a goal, but we also have a plan on how to problem solve in case we run into a barrier. We also know when we are going to get started. This means we are ready to start working on our plan and move on to phase 3."

Ask a few questions to check for understanding before moving students into small groups. Have the students work in pairs and repeat the process above. They will discuss the four questions in Phase 2 of the SDLMI process listed above using the club they identified in the previous lesson. The teacher will rotate through the groups with the assessment checklist to ensure all students

understand the questions and can answer them, asking clarifying questions as needed. They can discuss and write in the graphic organizer or just discuss, whichever time allows.

4. Optional independent assessment step: Repeat the process again on their own. The student writes the answers to the 4 phase 2 questions on the graphic organizer.

Specific Options for Differentiating this Lesson: Customize according to grade and developmental level of students. Higher learners could write the answers to the questions rather than just answering them aloud.

Extending Understanding:

Address questions such as:

- b. Why is it important to answer yourself questions like “what do I want to learn?” when setting a goal?
- b. If you don’t have the tools to make a change in order to accomplish a goal, what would you do?
- c. What happens if you cannot answer one of the questions in these steps for your goal?
- d. What do you think would be your next step in accomplishing a goal?

Practice- Answering Phase Two Questions

Goal: Learn more about the club of choice

Ask students the following questions and place a check mark in each box that each student answers correctly.

Student	What can I do to learn what I don't know?	What could keep me from taking action?	What can I do to remove these barriers?	When will I take action?

Name:

Goal

SDLMI
Phase 2

What can I do to learn what I don't know?

What can I do to remove these barriers?

What could keep me from taking action?

When will I take action?

How do I achieve my goal?



Lesson 5: SDLMI Phase 3 – Introduction to Phase 3 Questions

Title: SDLMI Phase 3: Introduction to Phase 3 Questions

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

State Standards: Align to appropriate grade level standard

Objectives:

- Review Phase 3 Questions.
- Review a short-term goal example, taking the goal through Phase 3 questions.
- Using a short-term goal example, answer Phase 3 questions.

Materials needed:

- Anchor Chart with Phase 3 questions prewritten or an enlarged copy of the Phase 3 graphic organizer (see attached)
- Checklist: Answering Phase Three Questions (see attached)
- Optional independent assessment: Phase Two graphic organizer

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

Lesson Procedure:

Note: The following lesson input can also be modified by using the example on page 29 of the SDLMI if more appropriate for your students.

1. Begin by stating, “Do you remember yesterday that we worked on goal setting and taking action? We also said that setting goals and working to achieve those goals is very important for each one of us to be happy and fulfilled in our lives. Earlier today we worked on learning more about Art Club according to our plan and now we need to think about whether we or not we achieved our goal.”
2. The teacher calls on a student to read the goal that was created in phase 1. “Let’s think about that goal and look at our next steps.”
3. Read the 4 questions on the anchor chart.
 - a. What actions have I taken?
 - b. What barriers have been removed?
 - c. What has changed about what I don’t know?
 - d. Do I know what I want to know?

“These questions are important because they will help us make a decision on joining the Art Club.” The class will use questions from phase 3 of SDLMI to go through the 4 steps. Be sure to emphasize throughout the lesson that the questions will help students form a process to evaluate the goal and see if they achieved the goal or if they need to revise the goal. Check for understanding throughout with questions to keep the students engaged. Think aloud as you go through the questions.

"Question 1 is asking about the actions I have taken. We planned in Phase 2 to learn more about Art Club through information at school, the internet, and asking others. Did we do this? Yes, we learned about the club from all these different places and we know a lot more now that when we started. We learned that the Art Club meets once a week, it is where you can learn more about art, make art, and have fun with others who also like art. The art teacher is in charge of the club. Sometimes the club takes field trips and there is no cost to join. So, we can add that to our anchor chart." The teacher models by writing "I looked for information online and asked others about Art Club." in the arrow for question 1.

“Question 2 is asking ‘What barriers have been removed?’ We can also add any new barriers here if we had any problems. We removed our barriers by following our plan in Phase 2. We used the school computer, asked our friends for information about the club and asked a few teachers to get the details we needed, so that is what I will write in the arrow for question 2.” The teacher models by writing “Used school computer, asked friends and others for information about the club.”

“Question 3 is asking ‘What has changed about what I don’t know?’ Look back at Phase 1 and what we were trying to learn. Who can tell me what we started out to learn?” Elicit responses. “Very good, we wanted to learn about Art Club to see if that was a club we might want to join. Have we learned about it? Yes. We researched and learned many details.” The teacher models by writing “I learned what the club is about, how often it meets, how much it costs, and who is in charge” in number 3.

“Question 4 states ‘Do I know what I want to know?’ Let’s think about that. We know many things about Art Club. Raise your hand if you think we know enough about it to make a decision on joining the club. Most of you raised your hand for yes, and I agree that we know enough to make a decision. The teacher models and writes ‘Yes, I know enough about Art Club to decide if I want to join it’ on arrow 4.

"Fantastic job!! We just worked our way through the goal-setting process from start to finish. We set a goal, problem solved when needed, and completed our goal. How do you feel about this? Do you feel good? Now we can decide if we want to join the club. Raise your hand if Art Club sounds like a club you want to join. If you raised your hand for yes and you want to join the club, your work is done and you join the club. If you did not raise your hand because Art Club did not sound like fun for you, you go back to Phase 1 and set a new goal."

Ask a few questions to check for understanding before moving students into small groups. Have the students work in pairs and repeat the process above. They will discuss the four questions in Phase 3 of the SDLMI process listed above using the club they identified in the previous lesson. The teacher will rotate through the groups with the assessment checklist to ensure all students

understand the questions and can answer them, asking clarifying questions as needed. They can discuss and write in the graphic organizer or just discuss, whichever time allows.

4. Optional independent assessment step: Repeat the process again on their own. The student writes the answers to the 4 phase 3 questions on the graphic organizer.

Specific Options for Differentiating this Lesson: Customize according to grade and developmental level of students. Higher learners could write the answers to the questions rather than just answering them aloud.

Extending Understanding:

Address questions such as:

- a. Why is it important to answer yourself questions like “what do I want to learn?” when setting a goal?
- b. If you don’t have the tools to make a change in order to accomplish a goal, what would you do?
- c. What happens if you cannot answer one of the questions in these steps for your goal?
- d. What do you think would be your next step in accomplishing a goal?

Practice- Answering Phase Three Questions

Goal: Learn more about the club of choice

Ask students the following questions and place a check mark in each box that each student answers correctly.

Student	What actions have I taken?	What barriers have been removed?	What has changed about what I don't know?	Do I know what I want to know?

Name:

Goal

SDLMI
Phase 3

What actions have I taken?

What has changed about what I
don't know?

What barriers have been removed?

Do I know what I want to know?

Have I reached my
goal?

Now what do I do?



Academic Skills

Lesson 6: SDLMI Phase 1 – Academic Skills

Title: SDLMI Phase 1: Academic Skills

Target Level: K-12- adjust as needed for grade level and developmental level of student

State Standards: Align to appropriate grade level standard

Objective(s):

- Identify a goal to help improve an academic skill

Materials needed:

- Copies of the sample SDLMI Student Questions Phase 1 –Set a Goal-worksheet (see attached or SDLMI manual p 30)
- Copies of SDLMI Phase 1 Questions and Phase 1 Graphic Organizer. Both are attached and contain the same questions. Use whichever is more appropriate for the student.
- Copies of the SDLMI Teacher Objectives and Educational Supports- Phase 1- Set a Goal (see attached or p 43 of SDLMI manual)
- SDLMI Phase 1 anchor chart from the prior lesson

Time Frame: 10 minutes (one-on-one or small group)

Lesson Procedure:

1. Begin by stating, "I want everyone to stand up at your seat. Listen carefully to my instructions. Take one step forward if you are at school today. Take one step forward if you can learn something new. Take one step back if you can't hear when there is too much noise in the room. Take one step back if you can't pass a test without being taught what's on it. Is everyone standing right where they started? Yes! Now you can sit down. I wanted you to see that if you take steps forward to accomplish a goal for school work, if you don't have a plan in place to stop distractions you can quickly take steps back away from being successful at school. We have been working on learning about goals, how to set goals, problem-solving when we run into a barrier with our goal, and how to adjust our goal when needed. Today we are going to set an academic goal- a goal that has to do with improving our school work- to be more successful at school.
2. Read the 4 questions on the previous anchor chart and review the questions quickly, stating that the students will be using the questions they already know to help them create an academic goal.

- a. What do I want to learn?
- b. What do I know about it now?
- c. What must change for me to learn what I don't know?
- d. What can I do to make this happen?

The teacher may also need to review the vocabulary terms from the introductory lessons 1 and 2, reviewing the terms written on the anchor charts. (Terms to review: goal, goal setting, problem-solving, problem, barrier action.)

3. "We are going to practice setting an academic goal with an example already created before we work on doing this ourselves." The teacher projects sample (p 30) Phase 1 goal setting worksheet and says, "Take a look at this student example and number 1. Rafael wanted to learn to pass my English and Math class so he doesn't have to go to summer school and he can move on to the next grade. How do you think he decided on this goal?" Allow time for the student to answer and discuss. "His teacher helped him decide this was a good goal for him based on her interests and her strengths. We will use those same things to help us create your goals."

"Number 2 was about what he already knew about passing classes in order move to the next grade. Rafael said he knew that if he fails more than one class, he will have to go to summer school for 2 semesters.

Number 3 asked what needed to change or what did Rafael need to learn in English in Math in order to pass. The teacher helped him with the best way to pass. The final question asked what needed to be done to make this happen and Samara and her teacher practiced the skill together." Ask the students if there are any other things the teacher could do to help Rafael with this new skill and allow time for discussion. Add a few questions to check for understanding before moving on.

4. "Now we are going to work on setting our own academic skill goal. Everyone look at your Phase 1 paper and let's think of a few things we are good at doing." If using the graphic organizer, the student can list these in the bottom bubble. If using the worksheet (p43), have the student list them on the back. Assist the students in coming up with a few skills you know they can do well. Have them identify specific strengths, needs, preferences, interests, etc.
5. "I also want you to think about who do you have that you can rely on to help you? We will look at this again after we set our goal to see if we need to add anyone to this list."
6. The teacher will refer to the list of strengths or skills the student wrote and help them figure out what they want to learn or improve on to help with academics and write it in number 1. The teacher will do this with number 2 (What do I know about it now?) and number 3 (What must change for me to learn what I do not know?). Assist the students in identifying barriers in their environment and what may need to be changed to answer these 2 questions.

7. “Now that we know what we want to learn to do, what we already know, and how to learn more about it, we can now figure out our goal.” The teacher helps the student restate as an actionable goal in number 4 (What can I do to make this happen?)

8. “Great job! You just set an academic goal for school! Let’s quickly think back to who we listed that can help us reach your goal. Is there anyone we want to add now that we know what goal we are working on? “Allow time for the students to think and add any names. “Next time we are going to work on taking action to make this really happen.”

The teacher can use the optional Teacher Objective and Educational Supports page to guide the student through each question in Phase 1.

The Self-Determined Learning Model of Instruction: Student Questions – Phase 1 – Set a Goal

Name Rafael

Date 10-3
(Date Phase 1 Began)

School XXXXXXXXXXXX

What is my goal? 🖱️ What class do you want to improve?

- English
- Math
- Social studies
- Science
- Other



🖱️ Please answer the questions below.

1. What do I want to learn or improve on in (English & Math) class?

I want to learn how to pass all my classes so I don't have to go to summer school and miss vacation with my family, and so I can move on to the next campus.



2. What do I know about it now in (English & Math) class?

I have to pass my classes or I'll have to go to summer school. If I fail More than one class, I have to go to summer school for 2 semesters. I Couldn't go on vacation with my family or move on to the next campus.



3. What must change for me to learn what I don't know in (English & Math) class?

I need to find out what I have to do for each class and use a planner to Keep up with assignments. I need to learn to do time management. I need to attend tutorial. I might need to drop one after-school activity.



4. What can I do to make this happen?

I will learn to use my planner to record all assignments and due dates and use a daily "To Do" list to be sure. I will pass all my classes and be promoted.



🖱️ I have listed a specific, measurable activity for student question 4 .

This is my goal in English & Math class, the activity I will be working on during Phase 2 and Phase 3.

End of Phase 1  **Go on to Phase 2**

The Self-Determined Learning Model of Instruction: Student Questions – *Phase 1 – Set a Goal*

Name _____

Date _____
(Date Phase 1 Began)

School _____

What is my goal? 🖱️ Let's try to identify something that you want to learn or improve on.

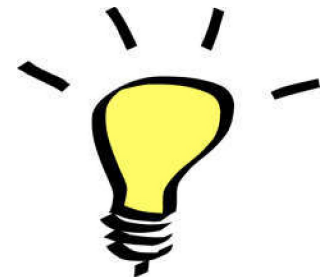


🖱️ Please answer the questions below.

1. What do I want to learn or improve on?



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?



🖱️ I have listed a specific, measurable activity for student question 4. This is my goal, the activity I will be working on during Phase 2 and Phase 3.


End of Phase 1  Go on to Phase 2

The Self-Determined Learning Model of Instruction: Teacher Objectives and Educational Supports – *Phase 1 – Set a Goal*

Teacher Name: _____

Date _____
(Date Phase 1 Began)


Student Name: _____

 Please mark (✓) any Educational Supports that you used.

What is my goal? – Educational Supports

- 1.1 Student assessment of interests, abilities, and instructional needs
- 1.2. Awareness training
- 1.3 Choice-making instruction
- 1.4 Problem-solving instruction
- 1.5 Decision-making instruction
- 1.6 Goal-setting instruction.



 Please mark (✓) any Teacher Objectives that you met or targeted.

Student Question 1: What do I want to learn? – Teacher Objectives

- 1.1 Enable students to identify specific strengths and instructional needs
- 1.2 Enable students to communicate preferences, interests, beliefs and values
- 1.3 Teach students to prioritize needs



Student Question 2: What do I know about it now? – Teacher Objectives

- 2.1 Enable students to identify their current status in relation to the instructional need
- 2.2 Assist students to gather information about opportunities and barriers in their environments



Student Question 3: What must change for me to learn what I don't know? – Teacher Objectives

- 3.1 Enable students to decide if action will be focused toward capacity building, modifying the environment, or both
- 3.2 Support students to choose a need to address from the prioritized list



Student Question 4: What can I do to make this happen? – Teacher Objectives

- 4.1 Teach students to state a goal and identify criteria for achieving goal.

End of Phase 1



Go on to Phase 2

Name:

Goal

SDLMI
Phase **1**

What do I want to learn or improve on?

What must change for me to learn what I do not know?

What do I know about it now?

What can I do to make this happen?

I'm good at:

Who can help me reach my goal?



Lesson 7: SDLMI Phase 2 – Academic Skills

Title: SDLMI Phase 2: Academic Skills

Target Level: K-12- adjust as needed for grade level and developmental level of student

State Standards: Align to appropriate grade level standard

Objective(s):

- Create an action plan to achieve the goal set in phase 1

Materials needed:

- Copies of the sample SDLMI Student Questions Phase 2 –Take Action-worksheet (see attached or SDLMI manual p 30)
- Copies of SDLMI Phase 2 Questions and Phase 2 Graphic Organizer. Both are attached and contain the same questions. Use whichever is more appropriate for the student.
- Copies of the SDLMI Teacher Objectives and Educational Supports- Phase 2- Take Action (see attached or p 44 of SDLMI manual)
- SDLMI Phase 2 anchor chart from the prior lesson

Time Frame: 10 minutes (one-on-one or small group.)

Lesson Procedure:

1. Begin by stating, “Have you ever been working on a project and run into a problem that made you stop working on it?” Allow students to respond. “What did you do? Did you give up and stop working on it?” Allow students to respond. “Did you think about how to solve the problem and get back to work?” Allow students to respond.
2. "Do you remember how we have been working on setting a goal to help us with our academic skills? Today we are going to work on taking action on our goal that we previously created. Sometimes taking action means we have to also think about problems and barriers we might encounter that could make our goal hard to reach."
3. Read the 4 questions on the prior Phase 2 anchor chart and review the questions quickly, stating that the students will be using the questions they already know to help them with their job skills goal.
 - a. What can I do to learn what I don't know?
 - b. What could keep me from taking action?
 - c. What can I do to remove these barriers?
 - d. When will I take action?

The teacher may also need to review the vocabulary terms from the introductory lessons 1 and 2, reviewing the terms written on the anchor charts. (Terms to review: goal, goal setting, problem-solving, problem, barrier action.)

4. “We are going to continue practice working with an academic-related goal with an example already created before we work on doing this ourselves.” The teacher projects sample (p 33) Phase 2 Taking Action worksheet and says, “Take a look at this student example and number 5. Rafael was asked what he could do to learn what he didn’t know. His goal from phase 1 was to work on passing English and Math. He needed to work on the skills of finding out what to do for each class, use a planner to keep up with assignments, time management, go to tutoring, and dropping one after-school activity.

"Number 6 asks about problems or barriers. What are some barriers that could keep Rafael from passing his classes? He identified that forgetting to use the planner and "To-Do" list every day would be a problem. Other issues could be sleeping late, missing tutoring, watching too much TV, and not doing his work. Those are all barriers that could keep Rafael from accomplishing his goal. Can you guys think of any other issues that could possibly happen if you were trying to pass classes?" Allow for student discussion.

“Let’s look at number 7. It asks what we can do to remove these barriers or fix those problems. He decided he would keep his planner in his backpack and always use it, go to bed earlier, use an alarm clock, find a study friend, and set a reward for accomplishing the goal. Those are good ideas for the potential issues from number 6. What about the other issue of spending too much time on afterschool activities?” Allow for students to come up with solutions. “Good suggestions. Keep in mind that we are all different, so we may have different solutions to similar problems.”

“Number 8 asks about taking action. Rafael stated that he was going to take action on January 8th, when he returns to school from the holidays. He added using a planner to his daily schedule to help him remember to practice. What could you guys do to help you remember to practice something every day?” Allow for student response. Add a few questions to check for understanding before moving on.

5. “Now we are going to work on creating a plan of action for our new skill goal. Everyone look at your Phase 1 paper as a reminder of our skill/goal. Read your goal to yourself and then look at Phase 2 worksheet.” The students can use either the worksheet or graphic organizer.
6. “Number 5 is really just asking us to rewrite our goal from Phase 1. Everyone take a minute and rewrite our goal from number 4 on the Phase 1 sheet.” Provide a moment for students to finish writing their goal.
7. “Number 6 wants us to think about problems we might encounter when working on our goal.” The teacher takes a few minutes to discuss possible issues/barriers with each student specific to their goal and allows time for them to write the possible barriers.

8. "Number 7 is asking how we can work through those problems or remove those barriers." The teacher takes a few minutes to discuss possible solutions with each student specific to their identified barriers and allows time for them to write the solutions.
9. "Number 8 is asking for a time frame for when you will start. Look back at number 5 and think about when you think it makes sense for you to start." Provide a few minutes to consider and provide support for each student as they write their response.
10. "Wow, a lot of hard work has taken place today! You guys not only have a goal, but you also have a plan of action. This is great! Someone once said, "A goal without a plan is just a wish." That is not the case here....you guys have both a goal AND a plan. Our next step is to evaluate our progress and see if we need to make any adjustments but that is for another day. Awesome job!"

The teacher can use the optional Teacher Objective and Educational Supports page to guide the student through each question in Phase 2.

**The Self-Determined Learning Model of Instruction:
Student Questions – Phase 2 – Take Action**

Name Rafael

Date 10-4
(Date Phase 2 Began)

School XXXXXXXXXXXX

What is my plan? 🖱️ Let's think about how to achieve the goal that you set.



🖱️ Please answer the questions below.

5. What can I do to learn what I don't know?
I can meet with both teachers to find out what I need to do to bring up my grades. I can go to tutorials for extra help with the most important work. I will use my planner and "To Do" list every day.



6. What could keep me from taking action?
Forgetting to use the planner and "To Do" list, sleeping late and missing tutorials, TV, friends, not doing my work, getting bored, spending too much time on afterschool activities.




7. What can I do to remove these barriers?
Keep my planner in my backpack and always use it. Go to bed by 10pm
And use an alarm clock. Find a friend to study with. Set a reward for myself
If I pass the first 6 weeks, I can go to my favorite restaurant.



8. When will I take action?
My first day back – January 8th



🖱️ End of Phase 2. I will start working on my Plan and then go on to Phase 3.

End of Phase 2  **Go on to Phase 3**

The Self-Determined Learning Model of Instruction: Student Questions – *Phase 2 –Take Action*

Name _____

Date _____
(Date Phase 2 Began)

School _____

What is my plan? 🖱️ Let's think about how to achieve the goal that you set.

🖱️ Please answer the questions below.

5. What can I do to learn what I don't know?



6. What could keep me from taking action?




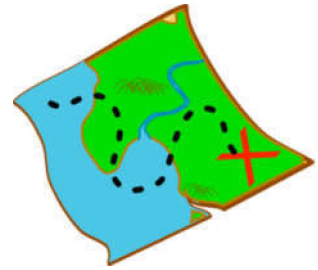
7. What can I do to remove these barriers?



8. When will I take action?

🖱️ End of Phase 2. I will start working on my Plan and then go on to Phase 3.

End of Phase 2  **Go on to Phase 3**




The Self-Determined Learning Model of Instruction: Teacher Objectives and Educational Supports – *Phase 2 – Take Action*

Teacher Name: _____

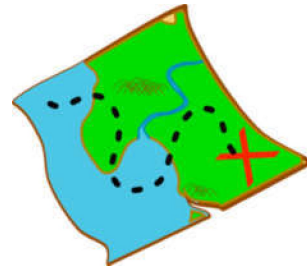
Date _____
(Date Phase 2 Began)


Student Name: _____

 Please mark (✓) any Educational Supports that you used.

What is my plan? – Educational Supports

- 2.1 Self-scheduling
- 2.2 Self-instruction
- 2.3 Antecedent cue regulation
- 2.4 Choice-making instruction
- 2.5 Goal-attainment strategies
- 2.6 Problem-solving instruction
- 2.7 Decision-making instruction
- 2.8 Self-advocacy and assertiveness training
- 2.9 Communication skills training
- 2.10 Self-monitoring strategies



 Please mark (✓) any Teacher Objectives that you met or targeted.

Student Question 5: What can I do to learn what I don't know? – Teacher Objectives

- 5.1 Enable students to self-evaluate current status and self-identified goal status.



Student Question 6: What could keep me from taking action? – Teacher Objectives

- 6.1 Enable students to determine plan of action to bridge gap between self-evaluated current status and self-identified goal status.



Student Question 7: What can I do to remove these barriers? – Teacher Objectives

- 7.1 Collaborate with student to identify most appropriate instructional strategies
- 7.2 Teach student needed student-directed learning strategies
- 7.3 Support student to implement student-directed learning strategies
- 7.4 Provide mutually agreed upon teacher-directed instruction



Student Question 8: When will I take action? – Teacher Objectives

- 8.1 Enable student to determine schedule for action plan
- 8.2 Enable student to implement action plan
- 8.3 Enable student to self-monitor progress

End of Phase 2



Go on to Phase 3

Name:

Goal

SDLMI
Phase 2

What can I do to learn what I don't know?

What can I do to remove these barriers?

What could keep me from taking action?

When will I take action?

How do I achieve my goal?



Lesson 8: SDLMI Phase 3 – Academic Skills

Title: SDLMI Phase 3: Academic Skills

Target Level: K-12- adjust as needed for grade level and developmental level of student

State Standards: Align to appropriate grade level standard

Objective(s):

- Evaluate goal and adjust if needed

Materials needed:

- Copies of the sample SDLMI Student Questions Phase 3 –Adjust Goal or Plan-worksheet (see attached or SDLMI manual p 32)
- Copies of SDLMI Phase 3 Questions and Phase 3 Graphic Organizer. Both are attached and contain the same questions. Use whichever is more appropriate for the student.
- Copies of the SDLMI Teacher Objectives and Educational Supports- Phase 3- Adjust Plan or Goal (see attached or p 45 of SDLMI manual)
- SDLMI Phase 3 anchor chart from the prior lesson

Time Frame: 10 minutes (one-on-one or small group.)

Lesson Procedure:

1. Begin by stating, "You guys have been working so hard on your goals, and I could not be prouder of the progress you are making, but how do you know when you are through? Have any of you wondered about that this week/month?" Provide time for students to respond. "Today we are going to look at our goal, our progress toward that goal, and figure out how we feel about our progress so far."
2. Read the 4 questions on the prior phase 3 anchor chart and review the questions quickly, stating that the students will be using the questions they already know to help them with their job skills.
 - a. What actions have I taken?
 - b. What barriers have been removed?
 - c. What has changed about what I don't know?
 - d. Do I know what I want to know?

The teacher may also need to review the vocabulary terms from the introductory lessons 1 and 2, reviewing the terms written on the anchor charts. (Terms to review: goal, goal setting, problem-solving, problem, barrier action.)

3. "We are going to continue practicing with an example before we work on our goal." The teacher projects sample (p32) Phase 3 Adjust Goal or Plan worksheet and says, "Rafeal's goal was to pass his English and Math classes (phase 1) and he was going to practice daily (phase 2). Number 9 asks what actions have been taken and Rafael used his planner but forgot to write down a project. He attended tutoring but missed a few from oversleeping. He also got a girlfriend and spent a lot of time on the phone.

Number 10 asks about the barriers that were removed or potential problems. Rafael indicated that two problems he listed in number six had been successfully removed. Number 11 asks about what changed and he passed English but is still a little behind in Algebra. The final question is if he knows what he needs to know now and Rafael stated he has made progress on his grades improving.

4. "It is your turn. Look back at your goal from Phase 1." Allow time for students to share their goal. "What about your plan of action from Phase 2? Allow time for students to share their plan. "Now that you have reviewed your goal and plan, we can look at the questions like we did with Samara and see if we are through."
5. The teacher will work through each of the 4 questions with the students to help them determine if they have successfully completed their goal. "Number 9 is asking about the actions you have taken to reach your goal. Look back at Phase 2 if needed and write what you have been doing to learn or practice your new skill/goal." Have them think about their progress toward their goal and provide time for the students to write their response.
6. "Number 10 wants to know if the barriers have been removed. Look at number 6 from Phase 2 and the barriers you listed there. Have you been able to work through those barriers or problems as you have been working on your skill?" Provide time for students to write their response.
7. "Number 11 is asking what changed about what you didn't know. Look back at Phase 1 and what you needed to learn. Have you learned what you needed to learn?" Discuss progress with the students and help them decide if they have learned what was needed. Provide time for students to write their response.
8. "Number 12 is asking if you know what you need to know or in other words, have you learned what you needed in order to be finished with your goal?" Provide time for students to discuss and write their response. They may need help determining if they have actually achieved their goal. Have them mark Yes or No under number 12 and answer the last question based on their response.
9. "You guys did it! You just set an academic goal and I am so impressed!"

The teacher can use the optional Teacher Objective and Educational Supports page to guide the student through each question in Phase 1.

The Self-Determined Learning Model of Instruction: Student Questions – Phase 3 – Adjust Goal or Plan

Name Rafael

Date 1-20
(Date Phase 3 Began)

School XXXXXXXXXXXX

What have I learned? 🖱️ Let's think about whether or not you achieved your goal.

9. What actions have I taken?

I used my planner, but I did forget to write down a project. I turned in the Project late and lost points. I attended tutorials, but missed a few by Oversleeping. I got a new girlfriend and spent a lot of time on the phone.



10. What barriers have been removed?

I dropped comic books club. I started using my planner for all meeting Due dates, assignments, doctor's appointments, sports stuff. I also told My boss I couldn't work overtime this semester.



11. What has changed about what I don't know?

I passed English! I'm not sure about Algebra – I'm still a little behind.



12. Do I know what I want to know?

I have made progress on my grades improving.



Did I finish my goal? Please mark in the bubble Yes No

If YES

🖱️ How did I feel about the results? _____

🖱️ Now I will go back to Phase 1 and set a new goal. _____

If NO

🖱️ I will look back at Phase 1 again. If the goal is still a good one for me, I will move on to **Phase 2** to revise my plan **OR** I can rewrite my same goal or change it to a new goal.

The Self-Determined Learning Model of Instruction: Student Questions – Phase 3 – Adjust Goal or Plan

Name _____

Date _____
(Date Phase 3 Began)

School _____

What have I learned? 🖱️ Let's think about whether or not you achieved your goal.

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?





Did I finish my goal? Please mark in the bubble Yes No

If YES

🖱️ How did I feel about the results? _____

🖱️ Now I will go back to Phase 1 and set a new goal.

If NO


🖱️ I will look back at Phase 1 again. If the goal is still a good one for me, I will move on to **Phase 2** to revise my plan **OR** I can rewrite my same goal or change it to a new goal.

The Self-Determined Learning Model of Instruction: Teacher Objectives and Educational Supports – *Phase 3 – Adjust Goal or Plan*

Teacher Name: _____

Date _____
(Date Phase 3 Began)


Student Name: _____

 Please mark (✓) any Educational Supports that you used.

What have I learned? – Educational Supports

- 3.1 Self-evaluation strategies
- 3.2 Choice-making instruction
- 3.3 Goal-setting instruction
- 3.4 Problem-solving instruction
- 3.5 Decision-making instruction
- 3.6 Self-reinforcement strategies
- 3.7 Self-recording strategies
- 3.8 Self-monitoring strategies



 Please mark (✓) any Teacher Objectives that you met or targeted.

Student Question 9: What actions have I taken? – Teacher Objectives

- 9.1 Enable students to self-evaluate progress toward goal achievement



Student Question 10: What barriers have been removed? – Teacher Objectives

- 10.1 Collaborate with student to compare progress with desired outcomes




Student Question 11: What has changed about what I don't know? – Teacher Objectives

- 11.1 Support student to re-evaluate goal if progress is insufficient
- 11.2 Assist student to decide if goal remains the same or changes
- 11.3 collaborate with student to identify if action plan is adequate or inadequate given revised or retained goal
- 11.4 Assist student to change action plan if necessary



Student Question 12: Do I know what I want to know? – Teacher Objectives

- 12.1 Enable student to decide if progress is adequate, inadequate, or if goal has been achieved

 Did the student finish their goal? Please mark in the bubble Yes No

The student can now go back to Phase 1 and set a new goal (if they finished this goal) or revise their goal or action plan if they did not achieve their goal.

Name:

Goal

SDLMI
Phase 3

What actions have I taken?

What has changed about what I
don't know?

What barriers have been removed?

Do I know what I want to know?

Have I reached my
goal?

Now what do I do?



Job Training

Lesson 9: SDLMI Phase 1 – Job Training

Title: SDLMI Phase 1: Job Training

Target Level: K-12- adjust as needed for grade level and developmental level of student

State Standards: Align to appropriate grade level standard

Objective(s):

- Identify a goal to help improve a job or career skill

Materials needed:

- Copies of the sample SDLMI Student Questions Phase 1 –Set a Goal-worksheet (see attached or SDLMI manual p 33)
- Copies of SDLMI Phase 1 Questions and Phase 1 Graphic Organizer. Both are attached and contain the same questions. Use whichever is more appropriate for the student.
- Copies of the SDLMI Teacher Objectives and Educational Supports- Phase 1- Set a Goal (see attached or p 43 of SDLMI manual)
- SDLMI Phase 1 anchor chart from the prior lesson

Time Frame: 10 minutes (one-on-one or small group)

Lesson Procedure:

1. Begin by stating, "Raise your hand if you have a job. Good, now raise your hand if you want to find a job. We have been working on learning about goals, how to set goals, problem-solving when we run into a barrier with our goal, and how to adjust our goal when needed. But what does that have to do with a job? Well, today we are going to work on setting our own individual goals to help us get a job."
2. Read the 4 questions on the previous anchor chart and review the questions quickly, stating that the students will be using the questions they already know to help them with their job skills goal.
 - a. What do I want to learn?
 - b. What do I know about it now?
 - c. What must change for me to learn what I don't know?
 - d. What can I do to make this happen?

The teacher may also need to review the vocabulary terms from the introductory lessons 1 and 2, reviewing the terms written on the anchor charts. (Terms to review: goal, goal setting, problem-solving, problem, barrier action.)

3. "We are going to practice setting a job-related goal with an example already created before we work on doing this ourselves." The teacher projects sample (p 33) Phase 1 goal setting worksheet and says, "Take a look at this student example and number 1. Samara wanted to learn how to greet customers at the gift shop, so she and her teacher created a plan or goal to help her work on this skill. How do you think they decided on this goal?" Allow time for the student to answer and discuss. "Her teacher helped her decide this was a good goal for her based on her interests and her strengths. We will use those same things to help us create your goals."

"Number 2 was about what she already knew about greeting customers. Samara said she knew she needed to smile at them when they came in the door. Number 3 asked what needed to change or what did Samara need to learn to do this job and the teacher helped her with the best way to open the door for the students. The final question asked what needed to be done to make this happen and Samara and her teacher practiced the skill together." Ask the students if there are any other things the teacher could do to help Samara with this new skill and allow time for discussion. Add a few questions to check for understanding before moving on.

4. "Now we are going to work on setting our own job or new skill goal. Everyone look at your Phase 1 paper and let's think of a few things we are good at doing." If using the graphic organizer, the student can list these in the bottom bubble. If using the worksheet (p33), have the student list them on the back. Assist the students in coming up with a few skills you know they can do well. Have them identify specific strengths, needs, preferences, interests, etc.
5. "I also want you to think about who do you have that you can rely on to help you? We will look at this again after we set our goal to see if we need to add anyone to this list."
6. The teacher will refer to the list of strengths or skills the student wrote and help them figure out what they want to learn or improve on to help with a job and write it in number 1. The teacher will do this with number 2 (What do I know about it now?) and number 3 (What must change for me to learn what I do not know?). Assist the students in identifying barriers in their environment and what may need to be changed to answer these 2 questions.
7. "Now that we know what we want to learn to do, what we already know, and how to learn more about it, we can now figure out our goal." The teacher helps the student restate as an actionable goal in number 4 (What can I do to make this happen?)
8. "Great job! You just set a goal for your new job/skill! Let's quickly think back to who we listed that can help us reach your goal. Is there anyone we want to add now that we know what goal we are working on? "Allow time for the students to think and add any names. "Next time we are going to work on taking action to make this really happen."

The teacher can use the optional Teacher Objective and Educational Supports page to guide the student through each question in Phase 1.

The Self-Determined Learning Model of Instruction: Student Questions – *Phase 1 – Set a Goal*

Name Samara

Date 10-2

(Date Phase 1 Began)

School xxxxxxxxxx

What is my goal? 🖱️ Let's try to identify something that you want to learn or improve on.



🖱️ Please answer the questions below.

1. What do I want to learn or improve on?

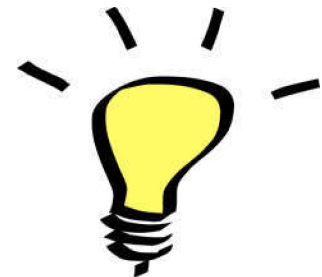
Greeting customers at the gift shop by opening the automatic doors

(Student indicated this by selecting from picture options of potential job goals).



2. What do I know about it now?

Student indicates with facial expressions that you need to smile at customer when they enter.



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

Teacher models pressing the large silver switch to open the door.



4. What can I do to make this happen?

Teacher and student practice skill together: wheel to the door, press large silver switch to open the door, and allow people to walk in (without wheeling towards them).



🖱️ I have listed a specific, measurable activity for student question 4. This is my goal, the activity I will be working on during Phase 2 and Phase 3.

End of Phase 1



Go on to Phase 2

The Self-Determined Learning Model of Instruction: Student Questions – *Phase 1 – Set a Goal*

Name _____

Date _____
(Date Phase 1 Began)

School _____

What is my goal? 🖱️ Let's try to identify something that you want to learn or improve on.

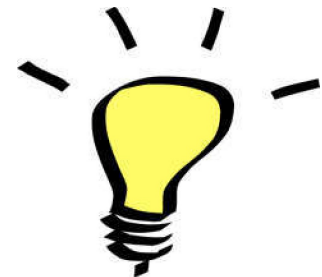


🖱️ Please answer the questions below.

1. What do I want to learn or improve on?



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?



🖱️ I have listed a specific, measurable activity for student question 4. This is my goal, the activity I will be working on during Phase 2 and Phase 3.


End of Phase 1  Go on to Phase 2

The Self-Determined Learning Model of Instruction: Teacher Objectives and Educational Supports – Phase 1 – Set a Goal

Teacher Name: _____

Date _____
(Date Phase 1 Began)


Student Name: _____

 Please mark (✓) any Educational Supports that you used.

What is my goal? – Educational Supports

- 1.1 Student assessment of interests, abilities, and instructional needs
- 1.2. Awareness training
- 1.3 Choice-making instruction
- 1.4 Problem-solving instruction
- 1.5 Decision-making instruction
- 1.6 Goal-setting instruction.



 Please mark (✓) any Teacher Objectives that you met or targeted.

Student Question 1: What do I want to learn? – Teacher Objectives

- 1.1 Enable students to identify specific strengths and instructional needs
- 1.2 Enable students to communicate preferences, interests, beliefs and values
- 1.3 Teach students to prioritize needs



Student Question 2: What do I know about it now? – Teacher Objectives

- 2.1 Enable students to identify their current status in relation to the instructional need
- 2.2 Assist students to gather information about opportunities and barriers in their environments



Student Question 3: What must change for me to learn what I don't know? – Teacher Objectives

- 3.1 Enable students to decide if action will be focused toward capacity building, modifying the environment, or both
- 3.2 Support students to choose a need to address from the prioritized list



Student Question 4: What can I do to make this happen? – Teacher Objectives

- 4.1 Teach students to state a goal and identify criteria for achieving goal.

End of Phase 1



Go on to Phase 2

Name:

Goal

SDLMI
Phase 1

What do I want to learn or improve on?

What must change for me to learn what I do not know?

What do I know about it now?

What can I do to make this happen?

I'm good at:

Who can help me reach my goal?



Lesson 10: SDLMI Phase 2 – Job Training

Title: SDLMI Phase 2: Job Training

Target Level: K-12- adjust as needed for grade level and developmental level of student

State Standards: Align to appropriate grade level standard

Objective(s):

- Create an action plan to achieve the goal set in phase 1

Materials needed:

- Copies of the sample SDLMI Student Questions Phase 2 –Take Action-worksheet (see attached or SDLMI manual p 34)
- Copies of SDLMI Phase 2 Questions and Phase 2 Graphic Organizer. Both are attached and contain the same questions. Use whichever is more appropriate for the student.
- Copies of the SDLMI Teacher Objectives and Educational Supports- Phase 2- Take Action (see attached or p 44 of SDLMI manual)
- SDLMI Phase 2 anchor chart from the prior lesson

Time Frame: 10 minutes (one-on-one or small group)

Lesson Procedure:

1. Begin by stating, “Have you ever been working on a project and run into a problem that made you stop working on it?” Allow students to respond. “What did you do? Did you give up and stop working on it?” Allow students to respond. “Did you think about how to solve the problem and get back to work?” Allow students to respond.
2. "Do you remember how we have been working on setting a goal to help us with the job? Today we are going to work on taking action on our goal that we previously created. Sometimes taking action means we have to also think about problems and barriers we might encounter that could make our goal hard to reach."
3. Read the 4 questions on the prior Phase 2 anchor chart and review the questions quickly, stating that the students will be using the questions they already know to help them with their job skills goal.
 - a. What can I do to learn what I don't know?
 - b. What could keep me from taking action?
 - c. What can I do to remove these barriers?

d. When will I take action?

The teacher may also need to review the vocabulary terms from the introductory lessons 1 and 2, reviewing the terms written on the anchor charts. (Terms to review: goal, goal setting, problem-solving, problem, barrier action.)

4. “We are going to continue practice working with a job-related goal with an example already created before we work on doing this ourselves.” The teacher projects sample (p 34) Phase 2 Taking Action worksheet and says, “Take a look at this student example and number 5. Samara was asked what she could do to learn what she didn’t know. Her goal from phase 1 was to work on greeting customers at the gift shop by opening the doors for them. She needed to work on the skill of wheeling over to the door, pressing the switch to open the door, and allowing them to walk in the store.

“Number 6 asks about problems or barriers. What are some barriers that could keep Samara from doing her job well? She identified that not paying attention to the door could be an issue. She would not be able to open the door at the right time if she was not paying attention. Another issue could be wheeling toward them when they were walking in the door. Those are two good potential issues for this job skill. Can you guys think of any other issues that could possibly happen if you were working at the door to the gift shop?” Allow for student discussion.

“Let’s look at number 7. It asks what we can do to remove these barriers or fix those problems. She and her teacher decided that practicing the skill together would help her learn the correct way to open the door and practice not wheeling toward them as they entered the shop. That is a good idea for one of the potential issues from number 6. What about the other issue of not paying attention?” Allow for students to come up with solutions. “Good suggestions. Keep in mind that we are all different, so we may have different solutions to similar problems.”

“Number 8 asks about taking action. Samara stated that she was going to take action immediately and begin practicing her skill that day. She added job skill practice to her daily schedule to help her remember to practice. What could you guys do to help you remember to practice something every day?” Allow for student response. Add a few questions to check for understanding before moving on.

5. “Now we are going to work on creating a plan of action for our new skill goal. Everyone look at your Phase 1 paper as a reminder of our skill/goal. Read your goal to yourself and then look at Phase 2 worksheet.” The students can use either the worksheet or graphic organizer.
6. “Number 5 is really just asking us to rewrite our goal from Phase 1. Everyone take a minute and rewrite our goal from number 4 on the Phase 1 sheet.” Provide a moment for students to finish writing their goal.
7. “Number 6 wants us to think about problems we might encounter when working on our goal.” The teacher takes a few minutes to discuss possible issues/barriers with each student specific to their goal and allows time for them to write the possible barriers.

8. "Number 7 is asking how we can work through those problems or remove those barriers." The teacher takes a few minutes to discuss possible solutions with each student specific to their identified barriers and allows time for them to write the solutions.

9. "Number 8 is asking for a time frame for when you will start. Look back at number 5 and think about when you think it makes sense for you to start." Provide a few minutes to consider and provide support for each student as they write their response.

10. "Look at you! You guys not only have a goal, but you also have a plan of action. This is great! Someone once said, "A goal without a plan is just a wish." That is not the case here....you guys have both a goal AND a plan. Our next step is to evaluate our progress and see if we need to make any adjustments but that is for another day. Well done!"

The teacher can use the optional Teacher Objective and Educational Supports page to guide the student through each question in Phase 2.

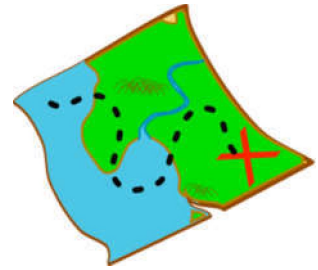
The Self-Determined Learning Model of Instruction: Student Questions – Phase 2 –Take Action

Name Samara

Date 10-5
(Date Phase 2 Began)

School XXXXXXXXXX

What is my plan? 🖱️ Let's think about how to achieve the goal that you set.



🖱️ Please answer the questions below.

5. What can I do to learn what I don't know?

Teacher and student practice skill together: wheel to the door, press large silver switch to open the door, and allow people to walk in (without wheeling towards them).



6. What could keep me from taking action?

Student picks from pictures displaying the wrong actions: wheeling toward someone, not paying attention.



7. What can I do to remove these barriers?

Teacher and student practice skill together: wheel to the door, press large silver switch to open the door, and allow people to walk in (without wheeling towards them).




8. When will I take action?

Today. Student adds job skill practice to her daily visual calendar.



🖱️ End of Phase 2. I will start working on my Plan and then go on to Phase 3.

End of Phase 2  **Go on to Phase 3**

The Self-Determined Learning Model of Instruction: Student Questions – *Phase 2 –Take Action*

Name _____

Date _____
(Date Phase 2 Began)

School _____

What is my plan? 🖱️ Let's think about how to achieve the goal that you set.

🖱️ Please answer the questions below.

5. What can I do to learn what I don't know?



6. What could keep me from taking action?




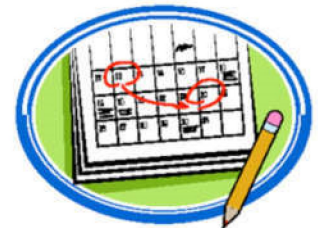
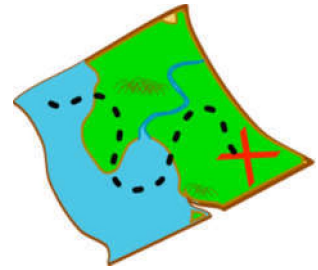
7. What can I do to remove these barriers?



8. When will I take action?

🖱️ End of Phase 2. I will start working on my Plan and then go on to Phase 3.

End of Phase 2  **Go on to Phase 3**




The Self-Determined Learning Model of Instruction: Teacher Objectives and Educational Supports – *Phase 2 – Take Action*

Teacher Name: _____

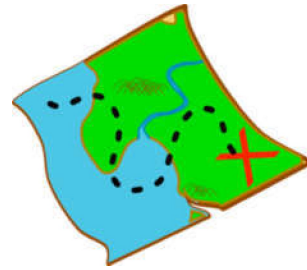
Date _____
(Date Phase 2 Began)


Student Name: _____

 Please mark (✓) any Educational Supports that you used.

What is my plan? – Educational Supports

- 2.1 Self-scheduling
- 2.2 Self-instruction
- 2.3 Antecedent cue regulation
- 2.4 Choice-making instruction
- 2.5 Goal-attainment strategies
- 2.6 Problem-solving instruction
- 2.7 Decision-making instruction
- 2.8 Self-advocacy and assertiveness training
- 2.9 Communication skills training
- 2.10 Self-monitoring strategies



 Please mark (✓) any Teacher Objectives that you met or targeted.

Student Question 5: What can I do to learn what I don't know? – Teacher Objectives

- 5.1 Enable students to self-evaluate current status and self-identified goal status.



Student Question 6: What could keep me from taking action? – Teacher Objectives

- 6.1 Enable students to determine plan of action to bridge gap between self-evaluated current status and self-identified goal status.



Student Question 7: What can I do to remove these barriers? – Teacher Objectives

- 7.1 Collaborate with student to identify most appropriate instructional strategies
- 7.2 Teach student needed student-directed learning strategies
- 7.3 Support student to implement student-directed learning strategies
- 7.4 Provide mutually agreed upon teacher-directed instruction



Student Question 8: When will I take action? – Teacher Objectives

- 8.1 Enable student to determine schedule for action plan
- 8.2 Enable student to implement action plan
- 8.3 Enable student to self-monitor progress

End of Phase 2



Go on to Phase 3

Name:

Goal

SDLMI
Phase 2

What can I do to learn what I don't know?

What can I do to remove these barriers?

What could keep me from taking action?

When will I take action?

How do I achieve my goal?



Lesson 11: SDLMI Phase 3 – Job Training

Title: SDLMI Phase 3: Job Training

Target Level: K-12- adjust as needed for grade level and developmental level of student

State Standards: Align to appropriate grade level standard

Objective(s):

- Evaluate goal and adjust if needed

Materials needed:

- Copies of the sample SDLMI Student Questions Phase 3 –Adjust Goal or Plan-worksheet (see attached or SDLMI manual p 35)
- Copies of SDLMI Phase 3 Questions and Phase 3 Graphic Organizer. Both are attached and contain the same questions. Use whichever is more appropriate for the student.
- Copies of the SDLMI Teacher Objectives and Educational Supports- Phase 3- Adjust Plan or Goal (see attached or p 45 of SDLMI manual)
- SDLMI Phase 3 anchor chart from the prior lesson

Time Frame: 10 minutes (one-on-one or small group)

Lesson Procedure:

1. Begin by stating, "You guys have been working so hard on your goals, and I could not be prouder of the progress you are making, but how do you know when you are through? Have any of you wondered about that this week/month?" Provide time for students to respond. "Today we are going to look at our goal, our progress toward that goal, and figure out how we feel about our progress so far."
2. Read the 4 questions on the prior phase 3 anchor chart and review the questions quickly, stating that the students will be using the questions they already know to help them with their job skills.
 - a. What actions have I taken?
 - b. What barriers have been removed?
 - c. What has changed about what I don't know?
 - d. Do I know what I want to know?

The teacher may also need to review the vocabulary terms from the introductory lessons 1 and 2, reviewing the terms written on the anchor charts. (Terms to review: goal, goal setting, problem-solving, problem, barrier action.)

3. “We are going to continue practicing with an example before we work on our goal.” The teacher projects sample (p35) Phase 3 Adjust Goal or Plan worksheet and says, “Samara’s goal was to work on opening the door at the gift shop (phase 1) and she was going to practice daily (phase 2). Number 9 asks what actions have been taken and she showed the teacher how she could open the door correctly. She could have also written down that she was comfortable with the skill now due to her practice. Number 10 asks about the barriers that were removed or potential problems. Samara indicated that the problems she listed in number six had been successfully removed. Her practicing of the skill really helped her solve those problems. Number 11 asks about what changed and she modeled completing the skill again as a way to show she really understands how to do it correctly now. The final question is if she knows what she needs to know now and she responded yes, she is ready to do the job now and that she finished her goal.”
4. “It is your turn. Look back at your goal from Phase 1.” Allow time for students to share their goal. “What about your plan of action from Phase 2? Allow time for students to share their plan. “Now that you have reviewed your goal and plan, we can look at the questions like we did with Samara and see if we are through.”
5. The teacher will work through each of the 4 questions with the students to help them determine if they have successfully completed their goal. “Number 9 is asking about the actions you have taken to reach your goal. Look back at Phase 2 if needed and write what you have been doing to learn or practice your new skill/goal.” Have them think about their progress toward their goal and provide time for the students to write their response.
6. “Number 10 wants to know if the barriers have been removed. Look at number 6 from Phase 2 and the barriers you listed there. Have you been able to work through those barriers or problems as you have been working on your skill?” Provide time for students to write their response.
7. “Number 11 is asking what changed about what you didn’t know. Look back at Phase 1 and what you needed to learn. Have you learned what you needed to learn?” Discuss progress with the students and help them decide if they have learned what was needed. Provide time for students to write their response.
8. “Number 12 is asking if you know what you need to know or in other words, have you learned what you needed in order to be finished with your goal?” Provide time for students to discuss and write their response. They may need help determining if they have actually achieved their goal. Have them mark Yes or No under number 12 and answer the last question based on their response.
9. “You guys did it! You just completed another goal and I am so impressed!”

The teacher can use the optional Teacher Objective and Educational Supports page to guide the student through each question in Phase 1.

The Self-Determined Learning Model of Instruction: Student Questions – Phase 3 –Adjust Goal or Plan

Name Samara

Date 10-30

(Date Phase 3 Began)

School xxxxxxxxxxx

What have I learned? 🖱️ Let's think about whether or not you achieved your goal.

9. What actions have I taken?

Student models skill.



10. What barriers have been removed? ↓

Student points to visuals of the wrong actions (from Question 6).



11. What has changed about what I don't know? ↓

Student models skill.



12. Do I know what I want to know? ↓

Student indicates from job choice visuals (see Question 1) that she can do this job.



Did I finish my goal? Please mark in the bubble Yes No

If YES

🖱️ How did I feel about the results? *Student selects smiley face from three expression choices.*

🖱️ Now I will go back to Phase 1 and set a new goal.

If NO

🖱️ I will look back at Phase 1 again. If the goal is still a good one for me, I will move on to **Phase 2** to revise my plan **OR** I can rewrite my same goal or change it to a new goal.

The Self-Determined Learning Model of Instruction: Student Questions – Phase 3 – Adjust Goal or Plan

Name _____

Date _____
(Date Phase 3 Began)

School _____

What have I learned? 🖱️ Let's think about whether or not you achieved your goal.

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?





Did I finish my goal? Please mark in the bubble Yes No

If YES

🖱️ How did I feel about the results? _____

🖱️ Now I will go back to Phase 1 and set a new goal.

If NO


🖱️ I will look back at Phase 1 again. If the goal is still a good one for me, I will move on to **Phase 2** to revise my plan **OR** I can rewrite my same goal or change it to a new goal.

The Self-Determined Learning Model of Instruction: Teacher Objectives and Educational Supports – *Phase 3 – Adjust Goal or Plan*

Teacher Name: _____

Date _____
(Date Phase 3 Began)


Student Name: _____

 Please mark (✓) any Educational Supports that you used.

What have I learned? – Educational Supports

- 3.1 Self-evaluation strategies
- 3.2 Choice-making instruction
- 3.3 Goal-setting instruction
- 3.4 Problem-solving instruction
- 3.5 Decision-making instruction
- 3.6 Self-reinforcement strategies
- 3.7 Self-recording strategies
- 3.8 Self-monitoring strategies



 Please mark (✓) any Teacher Objectives that you met or targeted.

Student Question 9: What actions have I taken? – Teacher Objectives

- 9.1 Enable students to self-evaluate progress toward goal achievement



Student Question 10: What barriers have been removed? – Teacher Objectives

- 10.1 Collaborate with student to compare progress with desired outcomes




Student Question 11: What has changed about what I don't know? – Teacher Objectives

- 11.1 Support student to re-evaluate goal if progress is insufficient
- 11.2 Assist student to decide if goal remains the same or changes
- 11.3 collaborate with student to identify if action plan is adequate or inadequate given revised or retained goal
- 11.4 Assist student to change action plan if necessary



Student Question 12: Do I know what I want to know? – Teacher Objectives

- 12.1 Enable student to decide if progress is adequate, inadequate, or if goal has been achieved

 Did the student finish their goal? Please mark in the bubble Yes No

The student can now go back to Phase 1 and set a new goal (if they finished this goal) or revise their goal or action plan if they did not achieve their goal.

Name:

Goal

SDLMI
Phase 3

What actions have I taken?

What has changed about what I
don't know?

What barriers have been removed?

Do I know what I want to know?

Have I reached my
goal?

Now what do I do?

