



SDLMI

**Self-Determined Learning
Model of Instruction**

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

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OUTCOMES



Greater academic achievement

- Progress in general education curriculum
- Academic goal attainment

Increased postsecondary outcomes

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

Shogren, K. A., Burke, K. M., Antosh, T., Wehmeyer, M. L., LaPlante, T., Shaw, L. A., & Raley, S. K. (2018). Impact of the Self-Determined Learning Model of Instruction on self-determination and goal attainment in adolescents with intellectual disability. *Journal of Disability Policy Studies, 30*(1), 22-34. <https://10.1177/1044207318792178>

Shogren, K. A., Hicks, T. A., Raley, S. K., Pace, J. R., Rifenbark, G. G., Lane, K. L., & Quirk, C. (in press). Student and teacher perceptions of goal attainment during intervention with the Self-Determined Learning Model of Instruction. *The Journal of Special Education*.

Shogren, K. A., Wehmeyer, M. L., Palmer, S. B., Rifenbark, G. G., & Little, T. D. (2015). Relationships between self-determination and postschool outcomes for youth with disabilities. *The Journal of Special Education, 48*, 256-267.

DEFINITION

Self-Determination is...

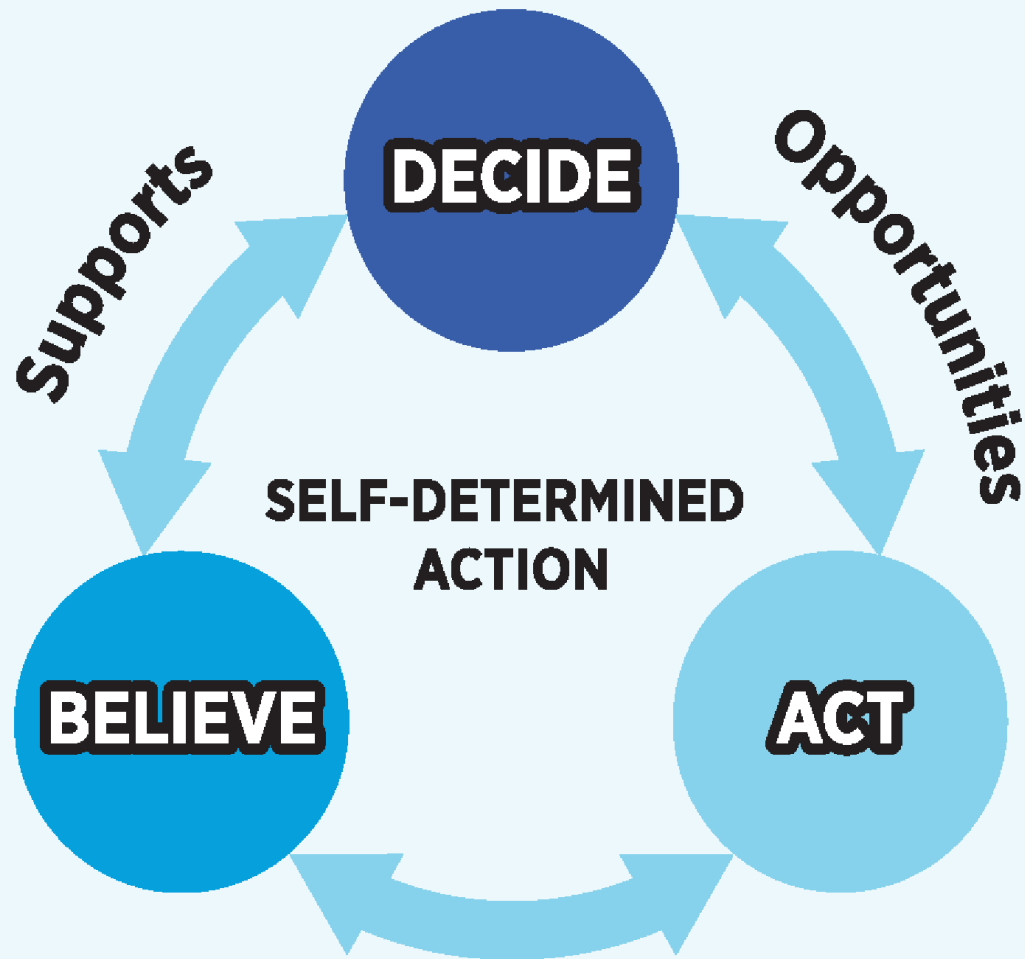
...a dispositional characteristic manifested as acting as the **causal agent** in one's life.

Self-determined people...

...act in service to freely chosen goals (i.e., causal agents).

People who are causal agents...

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



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



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



- I feel empowered to take action toward my goals.
- I know I can do things and be supported as I work towards my goals.

Using Assessment to Guide Intervention

- The SDI:SR asks students questions about how they feel about their ability to be self-determined; that is, to make choices, set and go after goals, and make decisions.
- 21 items (takes only 10 minutes to finish)
- Validated transition assessment for students aged 13 to 22
- Online with accessibility features:
 - ✓ In-text word definitions
 - ✓ Audio playback
 - ✓ Mobile/tablet compatibility



VISUAL ANALOG SCALE



Student Survey

Amount of the survey you've completed:



I have what it takes to reach my goals. ▶

Disagree



Agree



I think of more than one way to solve a problem. ▶

Disagree

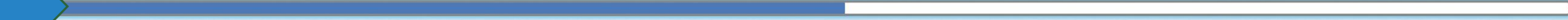


Agree



I consider many possibilities when I make plans for my future. ▶

Disagree



Agree



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

IN-TEXT DEFINITIONS

SELF-DETERMINATION.ORG

Student Survey

Amount of the survey you've completed:

I consider many possibilities when I make plans for my future. ▶

Disagree Agree ✓

Possibilities — *noun*
a. Something that might happen

Scroll over, plain language definitions of potentially challenging words

AUDIO PLAYBACK



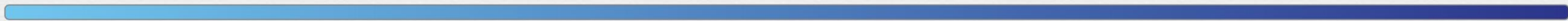
Student Survey

Amount of the survey you've completed:



I have what it takes to reach my goals.

Disagree

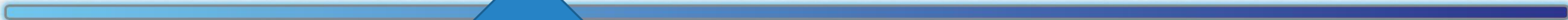


Agree



I think of more than one way to solve a problem.

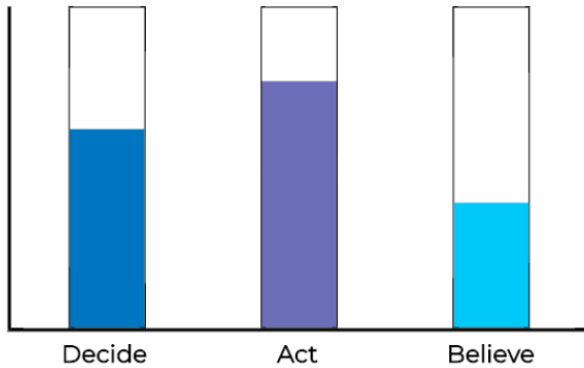
Disagree



Agree



MY SELF-DETERMINATION INVENTORY



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

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

Knowing where you are in your self-determination helps you identify:

- actions you are using now to cause the things you want in your life, AND
- actions you want to use in the future to reach goals at school, home, work, and the community

Actions you may take...

Skills you may use...

	Knowing strengths and areas of need Setting goals based on a vision for the future	Choice making Decision making Goal setting Problem solving Planning
	Solving problems in working towards goals Thinking about different pathways to move through barriers	Self-management Goal attaining Problem solving Self-advocacy
	Feeling empowered to reach goals Knowing one can make changes and be supported in their life	Self-awareness Self-knowledge



SDI:SR AMERICAN SIGN LANGUAGE

The screenshot shows the top of a survey page. At the top left is the logo for SELF-DETERMINATION.ORG, which consists of a stylized blue flame icon followed by the text "SELF-DETERMINATION.ORG" in white. Below the logo, the text "Student Survey" is displayed. Underneath is a progress bar labeled "Amount of the survey you've completed:" with a black bar indicating progress. The main content area features a video of a woman with short dark hair, wearing a black button-down shirt, standing against a light blue background. Below the video, the survey item text reads "I have what it takes to reach my goals." To the left of this text is the word "Disagree" and to the right is the word "Agree". A horizontal progress bar is positioned below the text, with a green checkmark at the right end, indicating the user's response.

Video of item in
American Sign Language



SDI:SR SPANISH



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Cuestionario para el estudiante

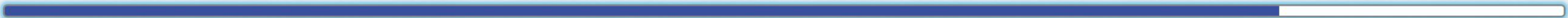
Cantidad de preguntas respondidas hasta el momento:



Tengo lo que necesito para lograr mis objetivos.

Desacuerdo

Acuerdo



Quando tengo un problema, pienso en distintas formas de resolverlo.

Desacuerdo

Acuerdo



Quando hago planes, pienso en diferentes opciones.

Desacuerdo

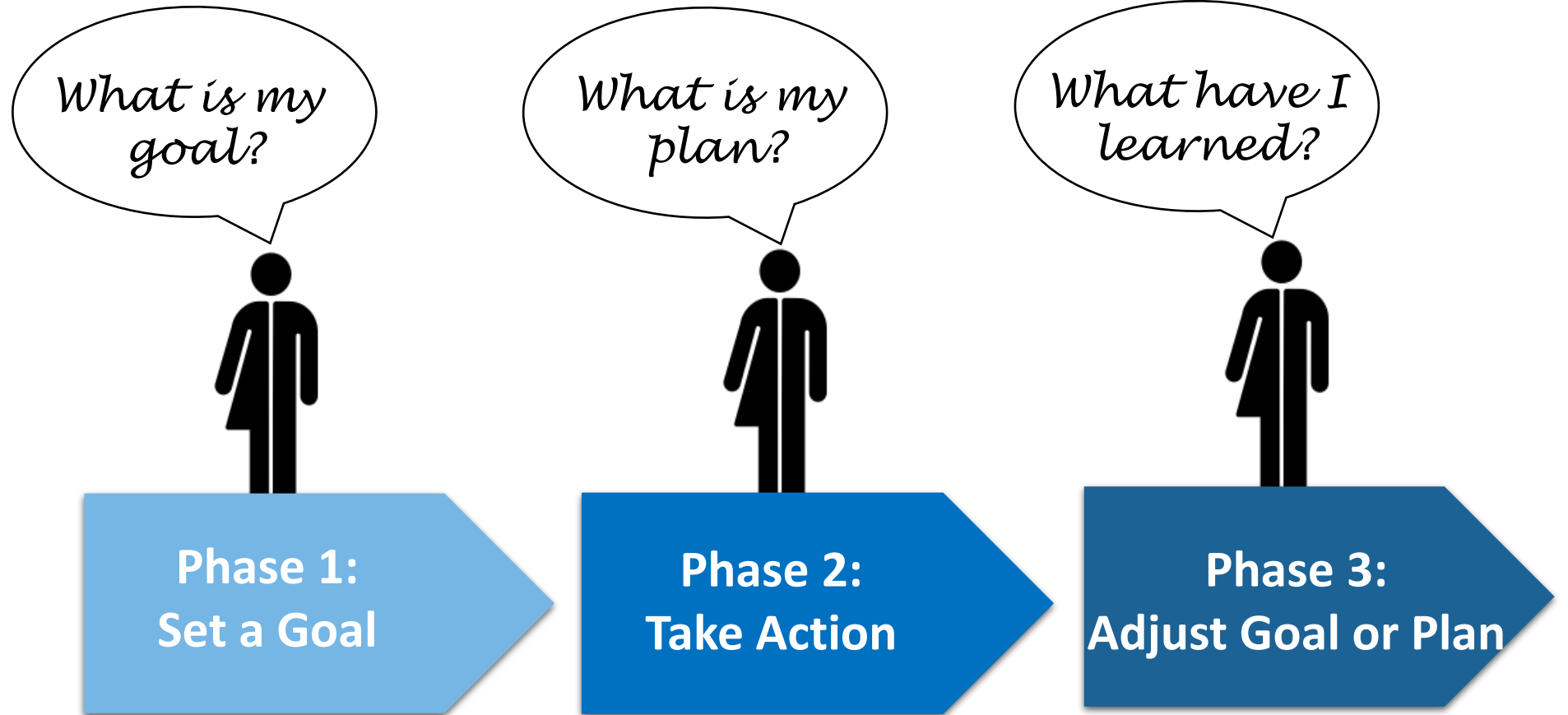
Acuerdo



SELF-DETERMINED LEARNING MODEL OF INSTRUCTION (SDLMI)

Teaching model that enables teachers to teach students to:

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



SDLMI STUDENT QUESTIONS

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

What is my goal?

Phase 1 Student Questions

1. What do I want to learn?

2. What do I know about it now?

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

4. What can I do to make this happen?

What is my plan?

Phase 2 Student Questions

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

6. What could keep me from taking action?

7. What can I do to remove these barriers?

8. When will I take action?

What have I learned?

Phase 3 Student Questions

9. What actions have I taken?

10. What barriers have been removed?

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

12. Do I know what I want to know?

Embedding SDLMI and Other Initiatives

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

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

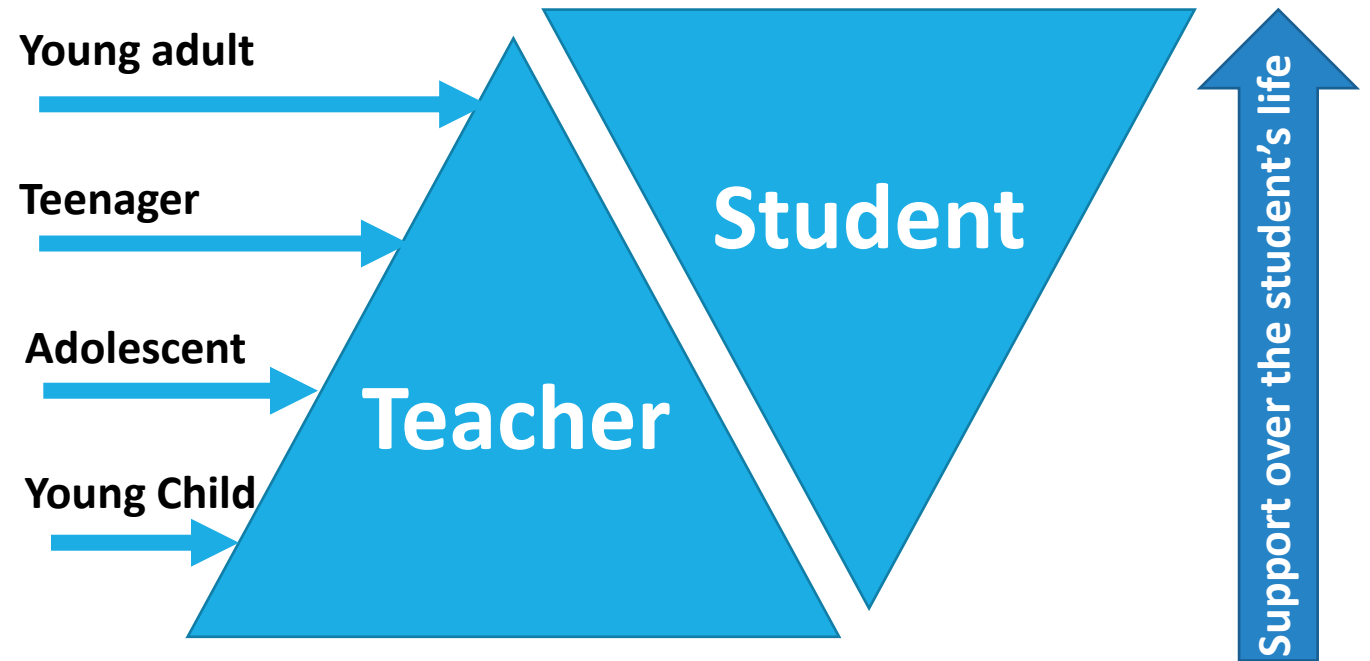
The SDLMI can also be **combined with other interventions** to enhance students outcomes. For example:

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



SETTING THE STAGE

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



Resources

- **SDLMI Teacher's Guide** (<http://www.selfdetermination.res.ku.edu/wp-content/uploads/2019/05/Teachers-Guide-2019-Updated-Logos.pdf>)
- Burke, K. M., Shogren, K. A., Antosh, A. A., LaPlante, T., & Masterson, L. H. (2019). Implementing the SDLMI With students with significant support needs during transition planning. *Career Development and Transition for Exceptional Individuals*, 43(2), 115-121. <https://doi.org/10.1177/2165143419887858>
- Raley, S. K., Shogren, K. A., & McDonald, A. (2018). How to implement the Self-Determined Learning Model of Instruction in inclusive general education classrooms. *TEACHING Exceptional Children*, 51(1), 62-71. <https://doi.org/10.1177/0040059918790236>
- Shogren, K. A., Wehmeyer, M. L., & Lane, K. L. (2016). Embedding interventions to promote self-determination within multitiered systems of supports. *Exceptionality*, 24(4), 213-224. <https://doi.org/10.1080/09362835.2015.1064421>

Questions?

Thank you! For more information, visit:



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