



KU Center on Developmental Disabilities



**Self-Determined Learning
Model of Instruction**

Within Multi-tiered Systems of Support for All Students

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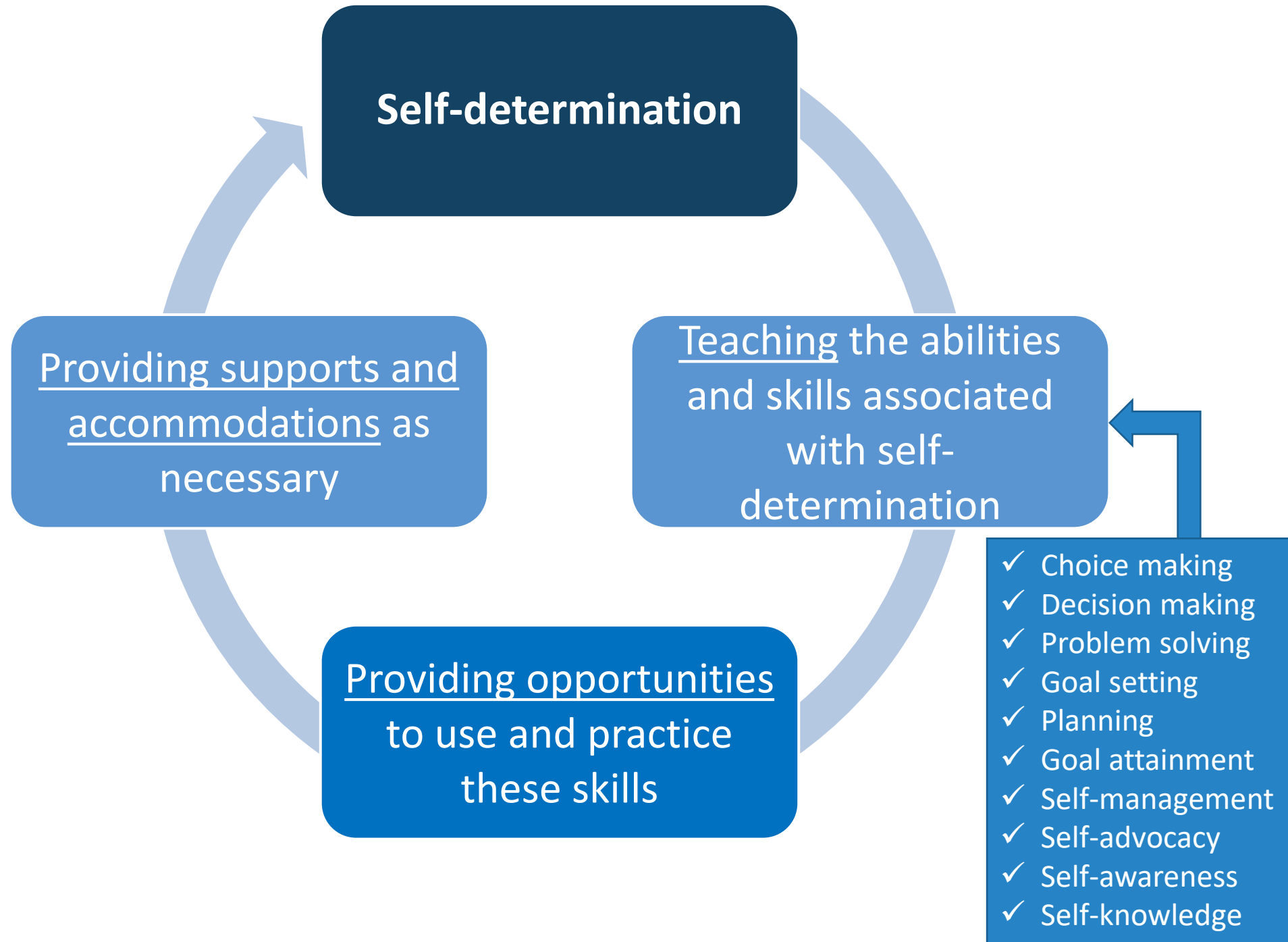
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Being self-determined means acting or causing things to happen as you set and work toward goals in your life.



IN PRACTICE



Skills associated with Self-Determination

- Choice making
- Decision making
- Problem solving
- Goal setting and attainment
- Planning
- Self-management
- Self-advocacy
- Self-awareness
- Self-knowledge

Also referred to as:

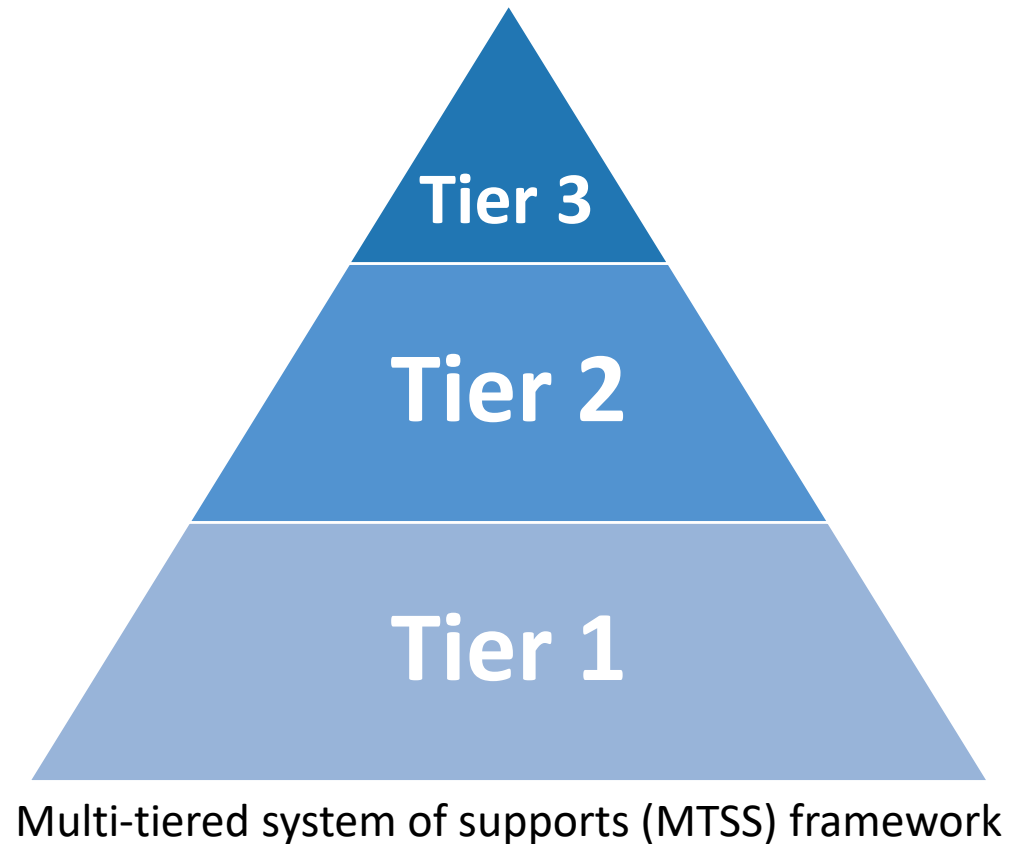
- Executive functioning skills
- 21st century skills
- College and career readiness skills
- Metacognitive skills

OPPORTUNITIES TO BUILD SELF-DETERMINATION

Instruction in the skills associated with self-determination are critical for *all students*.

Universal or Tier 1 supports are provided to all students in core content areas, alongside their peers (Tier 1).

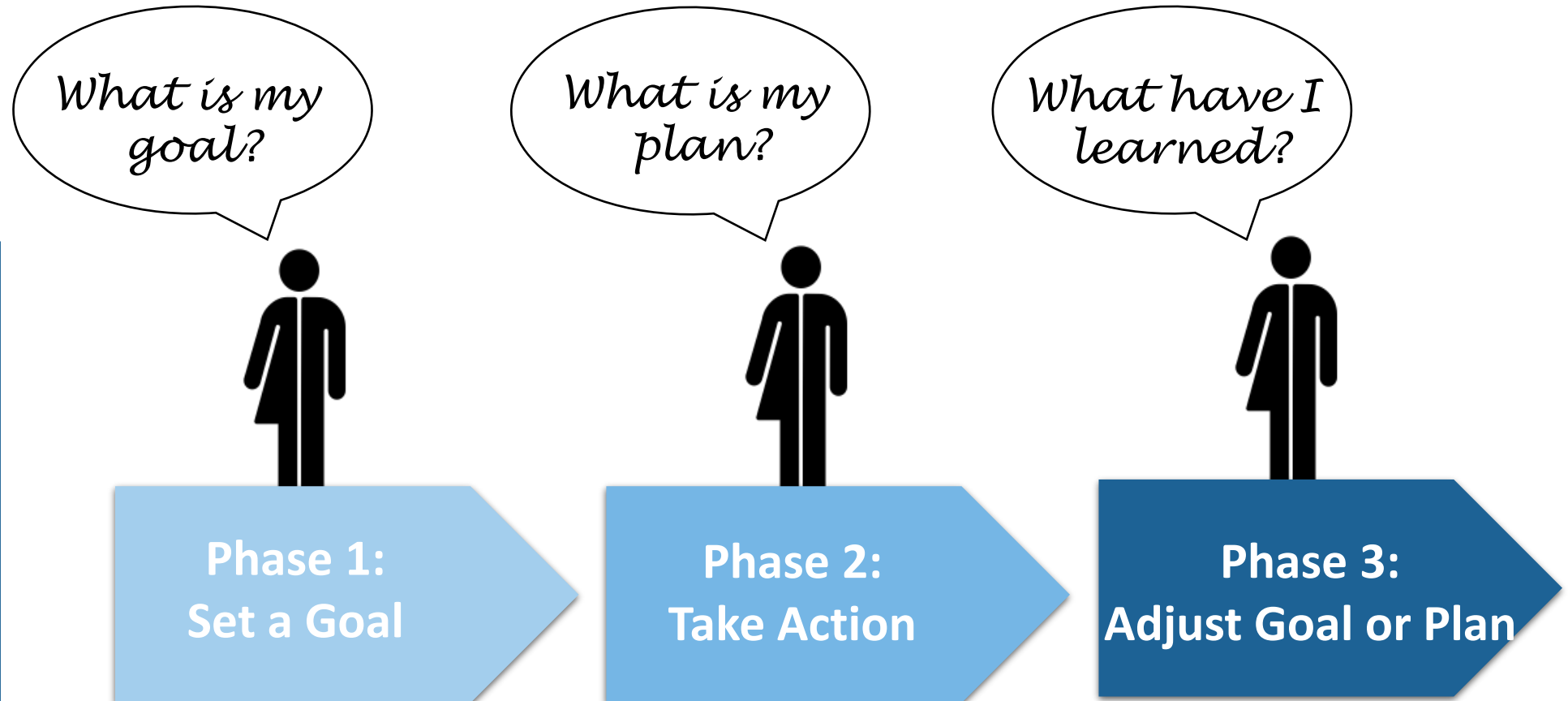
More targeted supports are provided to students with and without disabilities to engage in the SDLMI (Tiers 2 and 3).



Teaching model that **enables teachers to teach students to:**

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

SDLMI OVERVIEW





Phase 1: Set a Goal

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



Phase 2: Take Action

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



Phase 3: Adjust Goal or Plan

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

SDLMI 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?

KEY INFORMATION

■ TIME

- ✓ **15 to 30 minute lessons twice a week** on skills on how to identify a goal, how to solve problems, etc.

■ STUDENT GOALS

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

■ WHEN

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

■ WHO

- ✓ Mini-lessons taught by both general and special education teachers

SDLMI SAMPLE SCHEDULE

Sample SDLMI Transition Planning Implementation Schedule			
Week	Day	Mini-Lesson Topic	Mini-Lesson Notes
1	Wednesday, September 16	#1 SDI:SR Pre-test	TP1_Self-Determination Inventory: Student Report (SDI:SR) Pre-test
	Friday, September 18	#2 Preliminary Conversation	TP2_Introduction to Self-Determination
2	Wednesday, September 23	#3 Preliminary Conversation	TP3_Goals
	Friday, September 25	#4 Preliminary Conversation	TP4 SDLMI, Roles, and Key Terms
3	Wednesday, September 30	#5 Phase 1: Set a Goal	TP5_Student Question 1: <i>What do I want to learn?</i>
	Friday, October 2	#6 Phase 1: Set a Goal	TP6_Student Question 2: <i>What do I know about it now?</i>
4	Wednesday, October 7	#7 Phase 1: Set a Goal	TP7_Student Question 3: <i>What must change for me learn what I don't know?</i>
	Friday, October 9	#8 Phase 1: Set a Goal	TP8_Student Question 4: <i>What can I do to make this happen?</i>
5	Wednesday, October 14	#9 GAS Part 1	TP9_Goal Attainment Scaling (GAS) Part 1: Set Your Goal
	Friday, October 16	#10 Phase 2: Take Action	TP10_Student Question 5: <i>What can I do to learn what I don't know?</i>
6	Wednesday, October 21	#11 Phase 2: Take Action	TP11_Student Question 6: <i>What could keep me from taking action?</i>
	Friday, October 23	No School – Professional Development Day	
7	Wednesday, October 28	#12 Mid-Phase 2 Check-in	TP12_Mid-Phase 2 Check-in
	Friday, October 30	#13 Phase 2: Take Action	TP13_Student Question 7: <i>What can I do to remove these barriers?</i>
8	Wednesday, November 4	#14 Phase 2: Take Action	TP14_Student Question 8: <i>When will I take action?</i>
	Friday, November 6	#15 End-of-Phase 2 Check-in	TP15_End-of-Phase 2 Check-in
9	Wednesday, November 11	No School – Professional Development Day	
	Friday, November 13	#16 Phase 3: Adjust Goal or Plan	TP16_Student Question 9: <i>What actions have I taken?</i>
10	Wednesday, November 18	#17 Phase 3: Adjust Goal or Plan	TP17_Student Question 10: <i>What barriers have been removed?</i>
	Friday, November 20	#18 Phase 3: Adjust Goal or Plan	TP18_Student Question 11: <i>What has changed about what I don't know?</i>
11	Wednesday, November 25	No School – Fall Break	
	Friday, November 27	No School – Fall Break	
12	Wednesday, December 2	#19 Phase 3: Adjust Goal or Plan	TP19_Student Question 12: <i>Do I know what I want to know?</i>
	Friday, December 4	#20 GAS Part 2	TP20_Goal Attainment Scaling (GAS) Part 2: Indicate Goal Attainment
13	Wednesday, December 9	#21 SDI:SR Post-test	TP21_Self-Determination Inventory: Student Report (SDI:SR) Post-test
	Friday, December 11	#22 Celebration!	TP22_Congratulations on working on your goal!

Note: GAS = Goal Attainment Scaling, SDI:SR = Self-Determination Inventory: Student Report, SQ = Student Question, TP = Transition Planning

SDLMI Tier 1 Implementation

Responses cannot be edited

Phase 1 Question 3 & 4 - 4th hour

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

Name:

.....

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

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

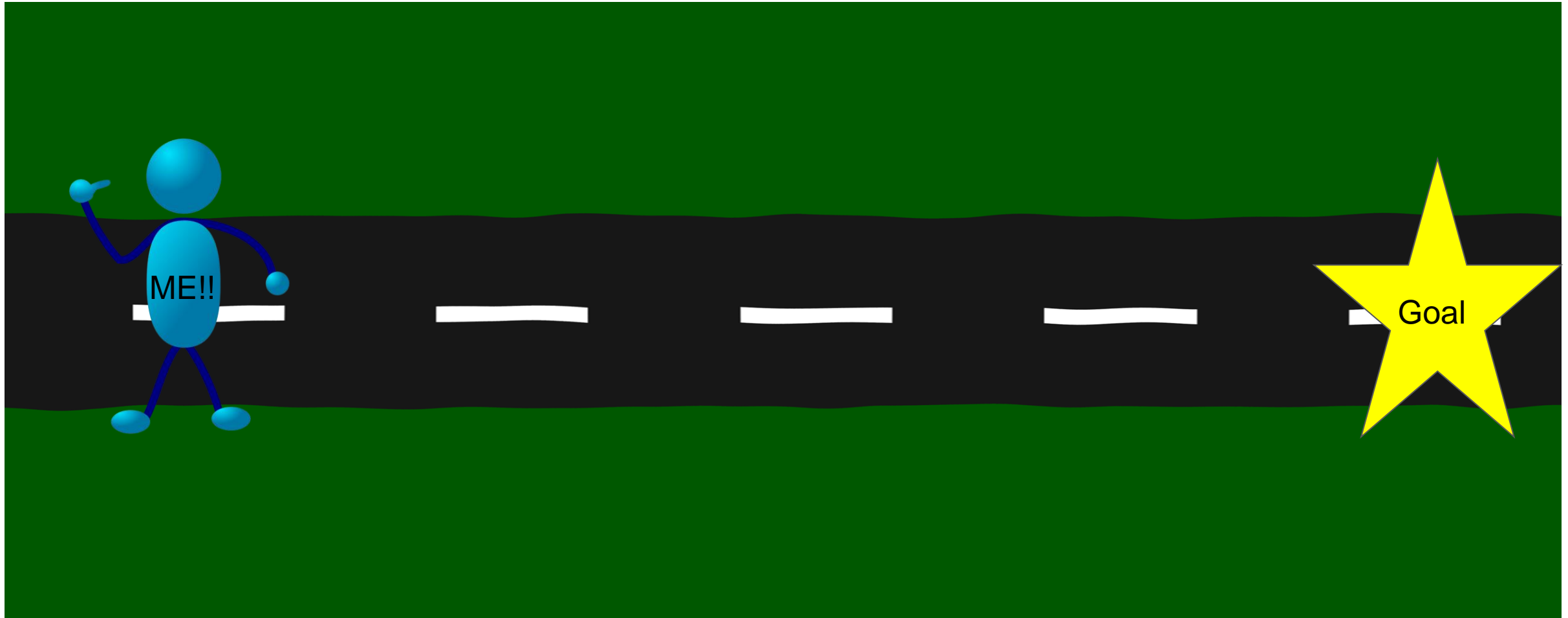
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4. What can I do to make this happen?.

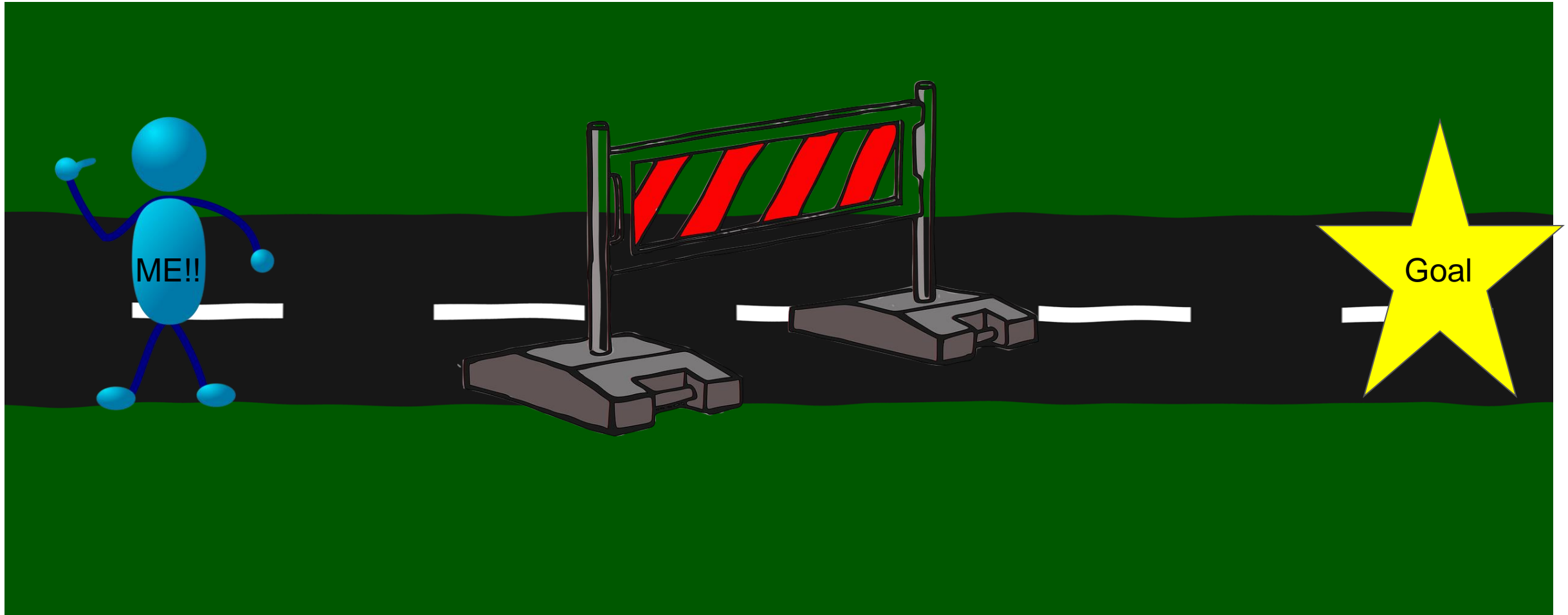
I can turn off my phone and go study in a coffee shop where I don't have things to distract me. I can also set reminders to remind myself to study a couple days before the test vs. the day before

.....

Sometimes goals follow a straight road. . .



And sometimes I may run into barriers to getting to my small goal & big goal AND THAT'S OKAY!!



Make connections

What are some barriers you could run into getting to your goal?



Students, draw anywhere on this slide!

WHY SDLMI NOW?

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

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

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

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

SDLMI MINI- LESSON MATERIALS

Each mini-lesson includes:

- **Teacher Objectives** List of materials (Powerpoints and resources for students to complete)
- **Procedures** (step-by-step guide to conduct the mini-lesson)

Important note:

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



Whole-Class Sample Lesson Plan #12

Student Question 2 – Content Area Goal

Estimated time: 15 minutes

Teacher Objectives:

- 2a. Enable students to identify current status in relation to the instructional need
- 2b. Enable students to gather information about opportunities and barriers in their environments

Materials:

- *SDLMI Goal Booklet*
- PowerPoint presentation: *WC12_Student Question 2.pptx* (may use the PowerPoint slides as a presentation and/or print out needed slides as visual supports)
- *SDLMI Current Status Resource*
- See *Luca's Case Study* from the *SDLMI Teacher's Guide*
- See resources in the *SDLMI Teacher's Guide Supplement: Implementing the SDLMI with the Whole Class*

Note: Knowledge of how students in your class communicate is critical to support active engagement during this session. You can and should modify these materials for specific student-related needs.

Procedures:

1. Introduce the focus of today's lesson: Identify what students currently know about the goal bucket chosen during the last lesson and gather information about opportunities and barriers in their environment(s), such as school and home.
2. Briefly review the 3 phases of the SDLMI using Slide 2 from the *WC12_Student Question 2* PowerPoint and ask students what phase they are currently working on (**Answer:** Phase 1):
 - ⇒ **Phase 1: Set a goal**
 - ⇒ Phase 2: Take action
 - ⇒ Phase 3: Adjust goal or plan

Also, use Slide 2 from the *WC12_Student Question 2* PowerPoint to remind students that the SDLMI is a process that they will repeat over and over again. After Phase 3, they will decide if they achieved their goal and are ready to set a new goal, need to revise their action plan with the same goal, or revise their goal and go through the process again.

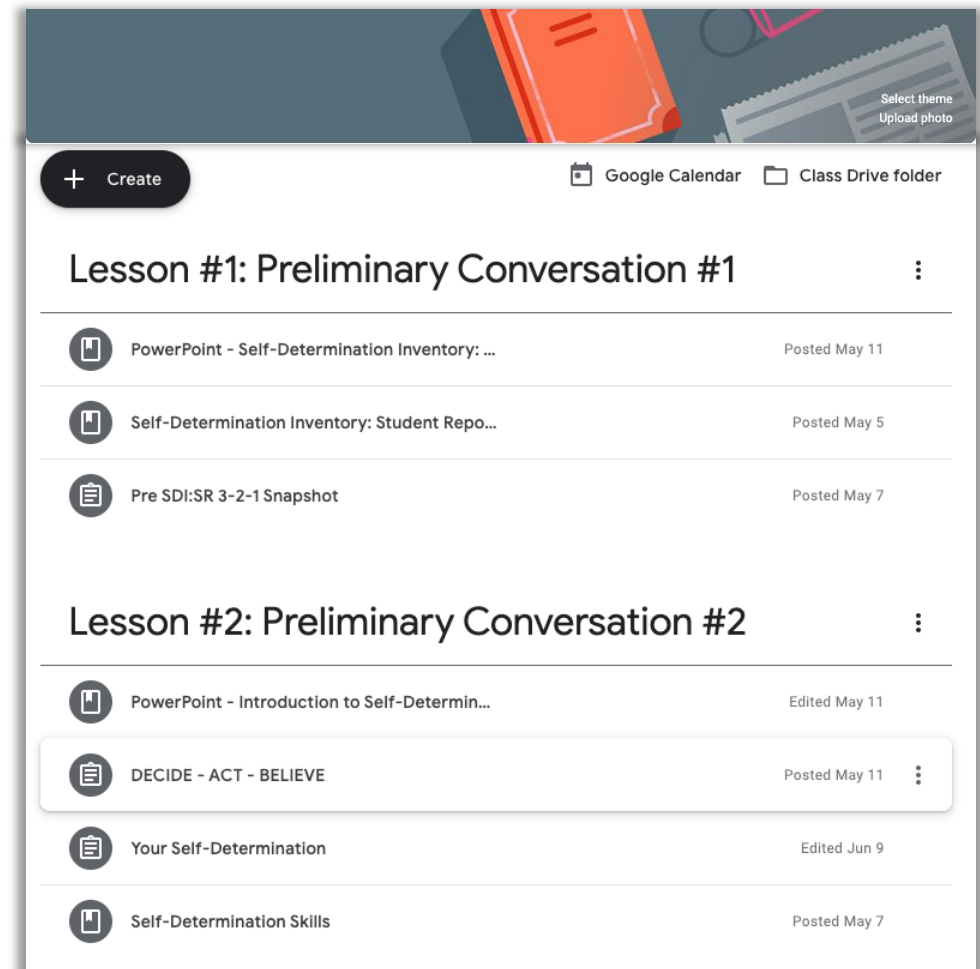
SDLMI VIA DIGITAL PLATFORMS

Implementers are provided materials per mini-lesson, including:

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

These mini-lesson materials are provided in multiple ways:

- Hardcopy
- Flashdrive
- Digital Platforms (Google Classroom and Schoology)



COLLABORATION TO SUPPORT MTSS

- Attending and participating in student **IEP meetings** to learn about student strengths and support needs as well as family beliefs and values
- **Sharing information** on student goals and their plans to achieve them across general and special education
- Identifying collaborative **planning time** to discuss student goals and how teachers can support students
- Having **administration support** for teachers to engage in professional development and planning

Resources

- **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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