



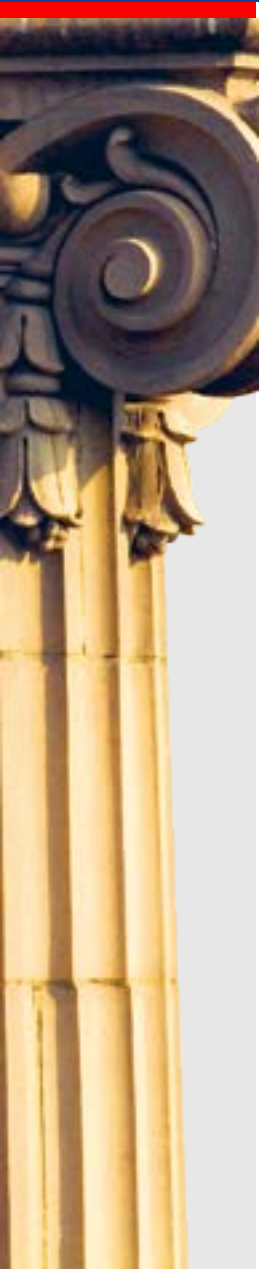
Self-Determined Learning Model of
Instruction & Self-Determined
Career Development Model





Promoting Self-Determination

- Teaching the skills associated with self-determination
- Providing opportunities to use and practice these skills
- Providing supports and accommodations as necessary



PROCESS

Teach Skills

Create Opportunities

Provide Supports/
Accommodations

OUTCOMES

Self-Determined
Behavior



Components Elements of Self-Determined Behavior

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



The Self-Determined Learning Model of Instruction (SDLMI) & Self-Determined Career Development Model (SDCDM)

- Teaching Models based upon principles of self-determined learning:
 - Student-directed learning strategies
 - Engaged student involvement
- Enables students of all abilities to use a problem-solving, goal-oriented strategy to
 - make choices and decisions to set goals
 - develop action plans to achieve goals
 - self-monitor/evaluate progress toward goals
- SDLMI – can be used broadly for goals in many areas
- SDCDM –focused on career development



Problem-Solving Skills...

- Affect every aspect of our daily lives, including work, social situations, and family life
- Are a key element in facilitating self-determination



Goal Setting ...

- ...one of the most basic skills associated with self-directed, motivated, independent behavior.
 - A goal is a statement of what students want to accomplish through their own actions.
 - A goal defines an end result clearly enough to identify when the result is or is not reached



The Most Effective Goals...

- Are specific and measurable.
- Can be attained within a logical period of time.
- Reflect something that the student wants to improve.
- Have specific, practical starting and ending dates.
- Are stated in terms of anticipated outcomes.



What Happens When Goals are Set?

- When students set goals and personal standards, they increase chances of acting in self-determined, self-regulated ways.
- Researchers have found that more difficult goals lead to more productive work (greater effort and persistence than easier goals)
 - Exception: when goals were clearly outside the capacity of the person....



Why the SDLMI / SDCDM?

- Evidence-based, valid means of teaching students educationally relevant goals.
- Promotes student self-determination, problem-solving, goal setting skills.
- Enhanced motivation for students by incorporating some degree of choice in educational and employment goals



Where to Use SDLMI / SDCDM

In a variety of settings, for variety of goal areas

- Overlay model on to a class assignment or project (SDLMI)
- Support students to use in general education classrooms for goal setting for academic outcomes (SDLMI)
- Identify and work toward identifying career preferences (SDCDM)
- Identify and work toward employment specific goals (SDCDM)

SDLMI / SDCDM



**Set
A Goal**

**Take
Action**

**Adjust
Goal
or Plan**

Wehmeyer, Palmer, Agran, Mithaug & Martin (2000)



Framework of the Model:

- Each phase has -- three components:
 1. Student Questions
 2. Facilitator Objectives
 3. Educational Supports

The Self-Determined Learning Model of Instruction: Teachers Guide

pp. 12-14

The Self-Determined Career Development Model

- <http://ngsd.org/professionals/self-determined-career-development-model>



Student Questions:

Are stated in “First-person voice”

- Follow a definite sequence
so that problem can be solved
- Should be answered ...
... in numerical order



Teacher Objectives:

- Linked to Student Questions
 - Serve as “Road Map” for teacher to ENABLE student to use Student Questions
 - Example: When students need to identify what actions have been taken, the teacher’s objective is to support student self-evaluation



Educational Supports:

- Enable students to successfully self-direct their learning.
- Enable students to modify and regulate their own behavior.
- Provide a means for educators to enable students to begin to teach themselves.
- Examples: Strategies such as self-monitoring, self-evaluation, decision-making... Teaching students to identify preferences and interests



What is Your Role in the Model?

- Facilitator: Do what it takes to enable your student to succeed. Provide accommodations and supports.
- Collaborator: Share how you work on problems and learn new things. Be a source of information when needed.
- Advocate: Let your students know that they can succeed. Work together to achieve shared goals.



Teaching Students to use the Model

- Start with
 - a Conversation
 - with the student to discuss the process and its purpose ...
- For the student to:
 - Learn a way to solve problems and
 - Learn what he or she needs to know to get what he or she wants in life



Teaching Student to use the Model

- Discuss terms and support student in sharing what he/she understands about the terms:
 - Problem ...
 - Barrier ...
 - Goal ...
 - Transition ...



Teaching Student to use the Model

- Discuss with student ...
 - Teacher's Role
 - to teach what student needs to learn
 - to work with the student as a partner
 - Student's Role
 - to learn to develop and use a step-by-step plan to achieve his/her goals

Phase 1: Set a Goal

SDLMI

Problem for Student to Solve:

- What is my goal?

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 it happen?

SDCDM

Problem for Student to Solve:

- What career and job do I want?

Student Questions:

1. What career and job do I want?
2. What do I know about it now?
3. What must change for me to get the job and career I want
4. What can I do to make it happen?



Phase 1: Set a Goal

- Phase 1 begins with...
 - the student identifying what they want to learn
- Phase 1 ends with...
 - the student identifying what they can do to make it happen
- It is during Phase 1 that goals are set that drive the rest of the process



Phase 1: Set a Goal – Educational Supports

SDLMI

- Self-Assessment of interests, abilities, and needs
- Awareness training
- Choice making instruction
- Problem solving instruction
- Decision-making instruction
- Goal setting instruction

SDCDM

- Awareness Training
- Communication Instruction
- Self-Assessment of Job/
- Career Preferences and Abilities
- Career and Job Exploration Activities
- Job Shadowing and Sampling
- Organizational Skills Training
- Problem Solving Instruction
- Choice-Making Instruction
- Decision-Making Instruction



What is My Goal? – Providing Educational Supports

- NGSD Resources - <http://ngsd.org/supports>
- Classroom Examples
 - Student Presentations
 - [Jake](#)
 - Self-Assessment of Interests, Abilities, and Instructional Needs
 - Content Self-Assessments
 - [Self-Awareness in Reading](#)
 - [Picture Based Assessments](#)

Phase 2: Take Action

SDLMI

Problem for Student to Solve:

- What is my plan?

Student Questions:

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

SDCDM

Problem for Student to Solve:

- What career and job do I want?

Student Questions:

1. What actions can I take to reach my career or employment goal?
2. What could keep me from taking action?
3. What can I do to remove these barriers?
4. When will I take action?



Phase 2: Take Action

- Phase 2 begins with...
 - the student identifying actions to enable progress toward goals
- Phase 2 ends with...
 - the student implementing a concrete plan of action to achieve goals
- It is during Phase 2 that a student learns how to implement strategies to attempt to achieve goals set in Phase 1



Phase 2: Take Action– Educational Supports

SDLMI

- Self-Scheduling
- Self-Instruction
- Antecedent cue regulation
- Choice-making instruction
- Problem solving instruction
- Goal attainment strategies
- Decision-making instruction
- Self-advocacy and assertiveness training
- Communication skills training
- Self-monitoring

SDCDM

- Exploration of Community Resources and Supports.
- Problem Solving Instruction
- Goal Setting Instruction
- Self-Scheduling Training
- Self-Instruction Training
- Antecedent Cue Regulation Training
- Decision-Making Instruction
- Self-Advocacy Instruction
- Assertiveness Training
- Self-Monitoring Instruction
- Self-Evaluation



Take Action– Providing Educational Supports

- NGSD Resources - <http://ngsd.org/supports>

- Classroom Examples
 - Goal Attainment Strategies
 - [Goal Setting Lesson](#)

 - Self-Advocacy
 - [Accommodations](#)

 - Self-Monitoring
 - ▶ [Self-Monitoring Worksheet](#) – Academic
 - ▶ [Self-Monitoring Worksheet](#) – Employment

Phase 3: Adjust Goal or Plan

SDLMI

Problem for Student to Solve:

- What have I learned?

Student Questions:

1. What actions have I taken?
2. What barriers have been removed?
3. What has changed about what I don't know?
4. Do I know what I want to know?

SDCDM

Problem for Student to Solve:

- What have I achieved?

Student Questions:

1. What actions have I taken?
2. What barriers have been removed?
3. What has changed to enable me to get the job and career I want?
4. Have I achieved what I want to achieve?



Phase 3: Adjust Goal or Plan

- Phase 3 begins with...
the student identifies what they have done
- Phase 3 ends with...
the student determining if they have achieved their goal, or if they need to adjust their goal or start the next goal in the goal sequence
- It is during Phase 3 that the student learns to evaluate his or her progress, and either adjust his or her goal or action plan to enable further progress or begin to set and work toward the next goal in the goal sequence



Phase 3: Adjust Goal or Plan – Educational Supports

SDLMI

- Self-evaluation strategies
- Choice-making instruction
- Goal-setting instruction
- Problem solving instruction
- Decision-making instruction
- Self-reinforcement strategies
- Self-recording strategies
- Self-monitoring

SDCDM

- Self-Evaluation Instruction
- Problem Solving Instruction
- Goal Setting Instruction
- Self-Scheduling Training
- Self-Instruction Training
- Antecedent Cue Regulation Training
- Decision-Making Instruction
- Self-Advocacy Instruction
- Assertiveness Training
- Self-Monitoring Instruction
- Self-Evaluation



Take Action– Adjust Goal or Plan

- NGSD Resources - <http://ngsd.org/supports>
- Classroom Examples
 - [Self-Evaluation Strategies](#)
 - [Language Arts Lesson](#)
 - [Work Assessment and Goal Setting](#)



Taking Action

- Goal Setting

- ...critical skill associated with self-directed, motivated, independent behavior

- A goal is a statement of what students want to accomplish through their own actions
- A goal defines an end result clearly enough to identify when the result is or is not reached
- Students often encounter barriers or need to make adjustments as they are working towards their goals



Setting the Stage for Promoting Self-Determination

- High expectations
- Opportunities to fail in a safe environment
 - Learning opportunities
 - Partnership
 - Supports

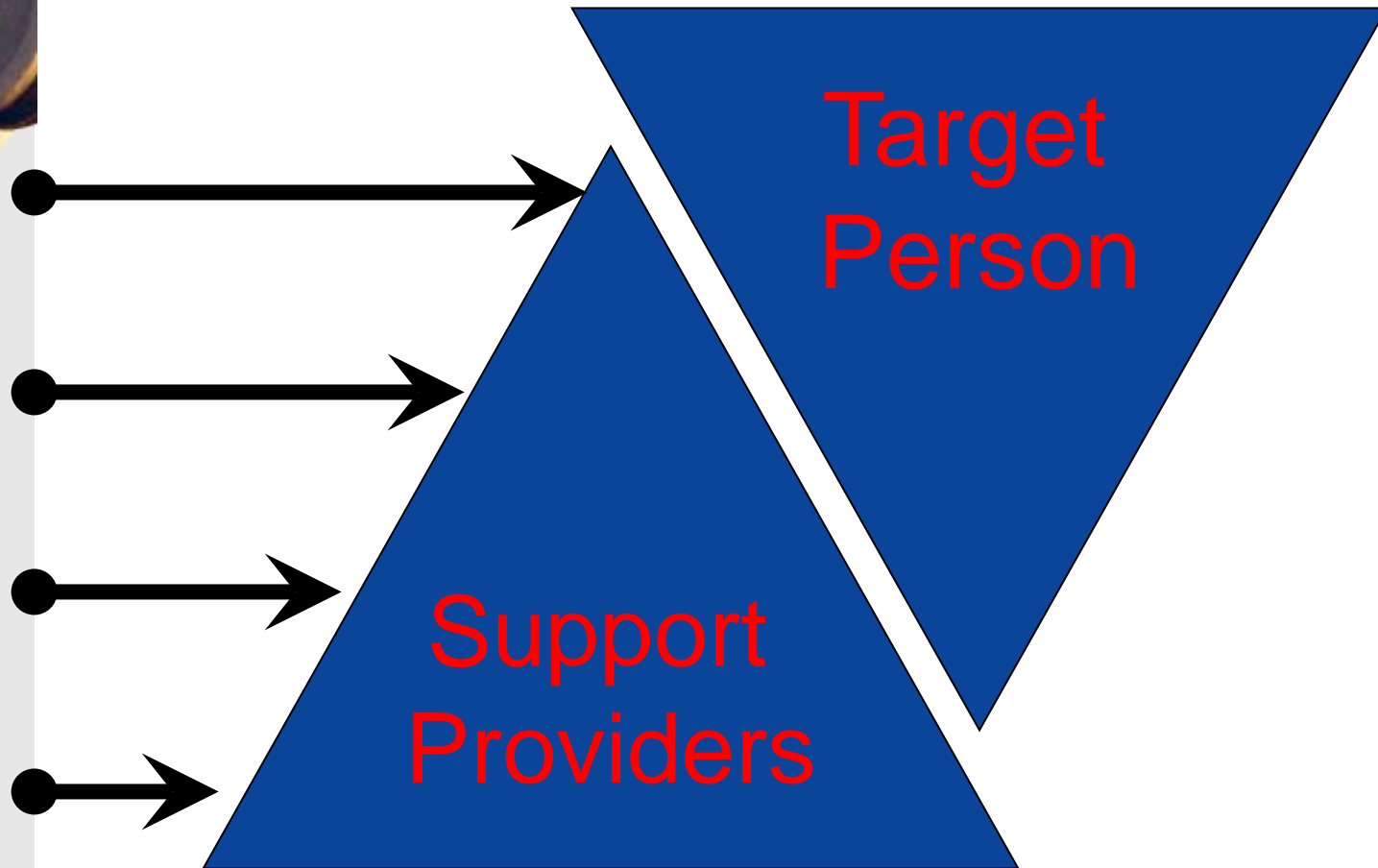


Start with...

...a **Conversation**
with the student to discuss
goal setting and self-advocacy

...

Control





Promoting Self-Determination

- Teaching the skills associated with self-determination
- Providing opportunities to use and practice these skills
- Providing supports and accommodations as necessary



How will you use the SDLMI / SDCDM?

- Start to think about your school setting and students and how the model will support the students with whom you work to set learning goals supporting the transition outcomes they desire
 - What teaching opportunities are there?
 - What supports and accommodations will your students need?
 - How will you get started (how will you initiate Phase 1)?
- Assessing Opportunities for Self-Determination