

THE SELF –DETERMINED LEARNING MODEL OF INSTRUCTION

PHASE 2

The purpose of these power points is to:

- Provide an overview of the SDLMI and the 3 phases
- Provide examples and references/links to teaching materials that have been provided by teachers currently implementing the SDLMI

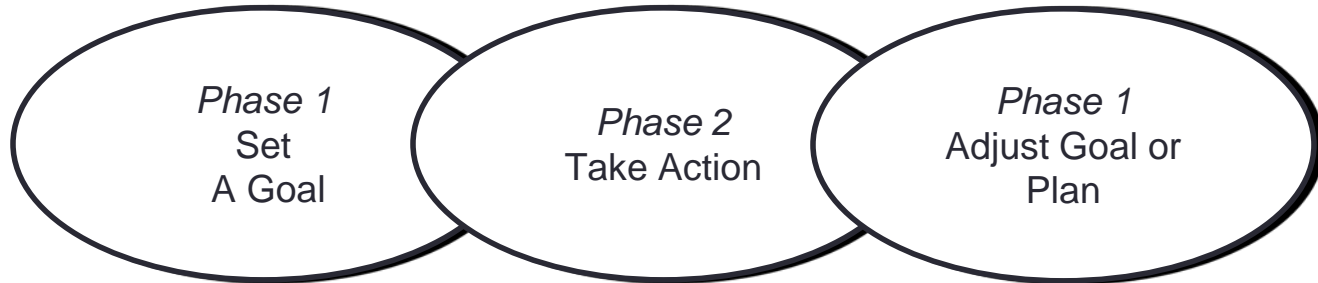
For more detailed description of the SDLMI process, refer to **The Self-Determined Learning Model of Instruction: *A Teacher's Guide***

This and all other training related materials can be found at [//www.ric.edu/sherlockcenter/sdlmi.html](http://www.ric.edu/sherlockcenter/sdlmi.html)

How the SDLMI works

Teachers use the SDLMI to instruct students to use a self-regulated problem solving process. The student sets a preferred learning goal, develops an action plan to attain the goal, and later, self-evaluates his or her progress.

The SDLMI consists of three problem solving phases, with four Student Questions in each phrase that drives the process.



4 Points to Remember

1. The SDLMI is student directed, not teacher directed.
2. Goals can be either recreation and leisure goals, academic, and/or career development goals.
3. Career development goals use the *Self-Determined Career Development Model SDCDM* but the process is the same as the SDLMI
4. The most important part is completing the 12 steps, not necessarily achieving the goal. The intent is to teach a decision making, choice making process that ultimately will allow students to live a more self-determined life.

Phase 2: Take Action

Student Problem to Solve: What is my plan?

After the completion of Phase 1, the teacher supports the student to develop an action plan for achieving their goal. Once this has been accomplished, the student takes action (with any needed/requested supports), and engages in learning activities that have been identified in the action plan. After the student spends a period of time working toward their goal, he or she returns to the SDLMI to complete Phase 3. The time spent on this phase will depend on the student and the goal they have set.

The 4 questions in Phase 2 are:

- **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?**

Phase 2: Take Action

Student Problem to Solve: What is my plan?

Educational Supports

- ✓ 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.

Teacher Objectives

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

Teacher Objectives

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

Teacher Objectives

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

Teacher Objectives

- Enable student to determine schedule for action plan.
- Enable student to implement action plan.
- Enable student to self-monitor progress.

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

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

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

Student Question 8:
When will I take action?

Go to Phase 3

Alternate Phrasing for Student Questions in Phase 2: Take Action

Student question 5: What can I do to learn what I don't know?

Alternate Phrasing

- Where do I start? OR
- What is the first step?

Teacher support's student by

- Enabling student to self evaluate current status and self-identified goal

Alternate Phrasing for Student Questions in Phase 2 :Take Action

Student question 6: What could keep me from taking action?

Alternate Phrasing

- What is in my way?
- What is stopping me?

Teacher support's student by

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

Alternate Phrasing for Student Questions in Phase 2: Take Action

Student question 7: What can I do to remove these barriers?

Alternate Phrasing

- How can I get these things out of my way? OR
- How can I fix the problem? OR
- What can I do to remove these problems? OR
- How can I fix it?

Teacher support's student by

- Collaborating with students to identify instructional strategies
- Teach and support student to implement student-directed learning strategies
- Provide mutually agreed upon teacher-directed instruction

Alternate Phrasing for Student Questions in Phase 2: Take Action

Student question 8: When will I take action?

Alternate Phrasing

- When do I start? OR
- When will I begin?

Teacher support's student by

- Enabling student to determine schedule for action plan
- Enabling student to implement action plan
- Enabling student to self-monitor progress

Educational Supports Discussed in Phase 1

- Student self-assessment of interests, abilities, and instructional needs.
- Choice-Making instruction
- Problem-Solving instruction
- Decision- Making instruction

See Self-Determined Learning Model of Instruction Phase 1 powerpoint for detailed descriptions

Additional Educational Supports in Phase 2

- Self-scheduling
- Self-instruction
- Antecedent cue regulation
- Goal-attainment strategies
- Self-advocacy and assertiveness training
- Communication skills training
- Self-monitoring

Self-scheduling

The student will be able to assume the responsibility of scheduling times with the teacher or mentor to discuss goal setting activities.

Self scheduling involves:

- Understanding the activities that need to be conducted or that the student wants to accomplish that is relevant for the task
- Scheduling when they are to be done
- Remembering when they are scheduled (planner, picture prompts)
- Having some sort of monitoring system so the student can check off when each of these activities has been conducted. Embedded in self-scheduling are time management skills, such as prioritizing things that need to be done.

Self-instruction

Self-instruction is a specific type of “self-talk” related to a task that a student verbalizes while completing a task.

Self –instruction could be:

- The teacher performing the task, instructing aloud while the student observes
- The student performs the task while the teacher instructs aloud
- The student performs the task while self-instructing aloud
- The student performs the task while whispering
- The student performs the task while self-instructing “covertly”, in a way that may not be obvious to others

Antecedent Cue regulation

Antecedent cue regulation is an action taken to alter conditions before a target behavior in order to influence the probability of its occurrence.

- This can be a picture, symbol, or word that reminds individuals to engage in a target behavior.
- A variety of prompts are used in this way by people in everyday life
a post-it note on the back door to remind us of an early dental appointment.
- The prompt must be meaningful to the student and should be decided upon by the student and teacher, not just assigned.

Self-advocacy and assertiveness training

Instruction in a variety of skills to promote leadership, teamwork, and the ability to speak up for oneself in a variety of situations related to desires, opinions, basic rights, citizenship, and legal rights.

The skills which promote self-advocacy include:

- . Assertive behavior
- . Communication
- . Decision-making skills
- . Goal setting and attainment
- . Leadership skills
- . Legal and citizenship rights and responsibilities
- . Problem-resolution skills
- . Public speaking skills
- . Transition planning
- . Use of community resources

Self-monitoring

Self-monitoring includes systematic observation and recording of the target behavior by the student.

- . Student must acknowledge their behavior and monitor it, using systematic observation and recording of the target behavior.
- . The behavior that is being monitored should be thoroughly understood by the student in terms of how it relates to the larger goal

Student has a checklist and after they complete a task, they check it off and move onto the next task.

Communication skills training

Optimizing a student's self-identified strengths in communication and suggesting possible areas of improvement that are directly related to identified goals.

Effective communication skills include:

- Responding to a conversational partner's question or statement with a relevant statement or answer
- Initiating conversations at appropriate times
- Appropriate turn taking
- Showing continued interest in a conversation by employing brief speech acknowledgments

Ineffective communication skills include:

- Frequent silences following a partner's questions or statements
- Abrupt responses
- Frequent interruptions
- Off topic responses
- Inappropriate tone
- Unintelligible responses

Leslie : Phase 2

*In phase 1, **Leslie**, decided to learn some career-related vocabulary words. During the Phase 2 “What is my plan?” step, Leslie decided that in order to learn the vocabulary words she would identify the meanings of the words and practice the meaning of each word. Leslie would work with her teacher to find accurate meanings for each word and practice using flashcards that she created with her teacher. Leslie appeared to become more invested at this point. She talked about her goal to other classmates and teachers and carried her flashcards with her all day at school. Leslie enjoyed reviewing her vocabulary words with her teacher and her peers and made steady progress in learning the words.*

Will: Phase 2

- *In phase 1, **Will** worked with his special education teacher to identify a goal of learning to ask for accommodations when necessary. In Phase 2, Will decided that in order to get better grades, he had to manage his study time better, remember to ask the teacher for appropriate accommodations, and develop some self-assertive behavior in order to meet his goal. His teacher worked with him to enable Will to become more empowered in the general education setting, to determine when and how to talk with the teachers, and to set up a self-management plan for study time. By the end of the next grading period, Will had begun to show some improvement in two of his three subjects. Will and his teacher continued to meet occasionally throughout the semester to work on difficulties and get extra help.*