

# THE SELF –DETERMINED LEARNING MODEL OF INSTRUCTION

*PHASE 3*

---

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

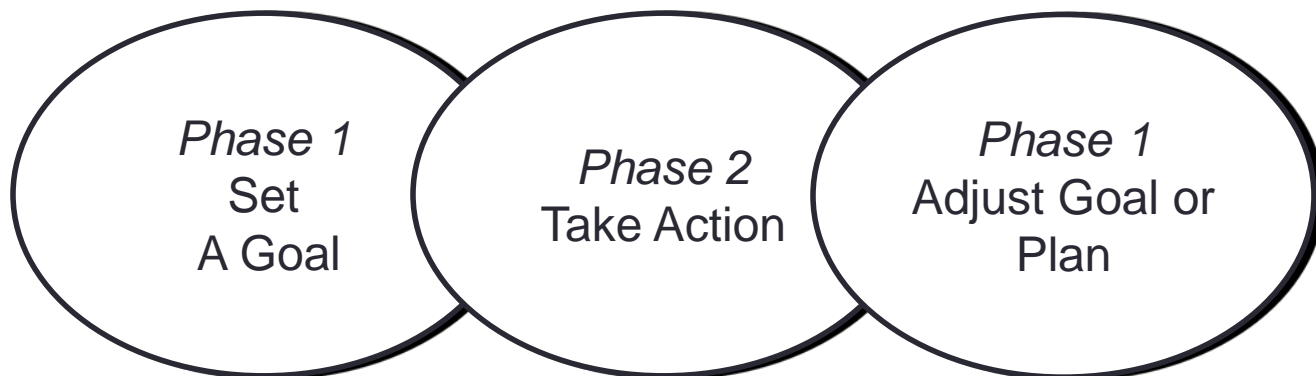
For more detailed description of the SDLMI process, refer to **The Self-Determined Learning Model of Instruction: *A Teacher's Guide***

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 3: Adjust Goal or Plan

## Student Problem to Solve: What have I learned?

The 4 questions in Phase 3 are:

- **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?**

## Phase 3: Adjust Goal or Plan

Student Problem to Solve: What Have I Learned?

### Educational Supports

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

Student Question 9:  
What actions have I taken?

### Teacher Objectives

- Enable student to self-evaluate progress toward goal achievement.

Student Question 10:  
What barriers have been removed?

### Teacher Objectives

- Collaborate with student to compare progress with desired outcomes.

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

### Teacher Objectives

- Support student to re-evaluate goal if progress is insufficient.
- Assist student to decide if goal should remain the same or change.
- Collaborate with student to identify if action plan is adequate or inadequate given revised or retained goal.
- Assist student to change action plan if necessary.

## Alternate Phrasing for Student Questions in Phase 3: Adjust Goal or Plan

Student question 9: What actions have I taken?

Alternate Phrasing

- What have I done? OR
- What is the result? OR
- Is my plan working?

Teacher support's student by

- Enabling student to self evaluate progress towards goal achievement.

## Alternate Phrasing for Student Questions in Phase 3: Adjust Goal or Plan

Student question 10: What barriers have been removed ?

Alternate Phrasing

- What problem has been removed? OR
- What problem have I solved?

Teacher support's student by

- Collaborating with student to compare progress with desired outcomes.



## Alternate Phrasing for Student Questions in Phase 3: Adjust Goal or Plan

Student question 11: What has changed about what I don't know ?

Alternate Phrasing

- What have I learned? OR
- What progress have I made? OR
- What has changed about my situation?

Teacher support's student by

- Assisting student to re-evaluate goal if progress is insufficient.
- Assisting student to decide if goal should remain the same or change.
- Collaborating with student to identify if action plan is adequate or inadequate given revised or retained goal.
- Assisting student to change action plan if necessary.

## Alternate Phrasing for Student Questions in Phase 3: Adjust Goal or Plan

Student question 12: DO I know what I want to know?

Alternate Phrasing

- Did I learn what I wanted to learn? OR
- Did I reach my goal?

Teacher support's student by

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

# Educational supports previously discussed

*See Self-Determined Learning Model of Instruction Phase 1 and Phase 2 powerpoints for descriptions*

## Phase 1

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

## Phase 2

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

## Additional educational supports in Phase 3

- Self-evaluation strategies
- Self-recording strategies
- Self-monitoring

## Self-evaluation strategies

Self-evaluation involves the comparison of the behavior being self-monitored (observed and recorded) and the performance goal. Students can learn to provide themselves with immediate feedback using self-monitoring and evaluate to determine if the appropriate response was given.

- After a goal is set, then a method of self-evaluation would be mutually determined. A format for self-evaluation should be developed in conjunction with student input and agreement. The method of evaluation might be pictorial, a verbal checklist, or in written form, depending on the student's needs, capacity, and choice. The student should be capable of understanding and completing the needed behavior, and realize when this has been done.
- Assistance can be given to help the student understanding the steps that might be taken to achieve the targeted outcome.

## Self-recording/self-monitoring strategies

Self-monitoring includes systematic observation and recoding of the target behavior. In other words, a student must acknowledge his own behavior and monitor it.

- The behavior that is being monitored should be thoroughly understood by the student in terms of how it relates to the larger goal.
- In behavioral terms, self-monitoring affects change because it is thought to function as a discriminative stimulus to desired cure, responding prior to and during task performance.

# EXAMPLES

---

## Leslie: Phase 1

- **Leslie**, a junior high student with developmental disabilities, found it difficult to generate any ideas for academic goals she would like to address. Leslie appeared to lack the confidence to discuss her academic strengths and weaknesses or to answer questions about solving problems. When Leslie's teacher recommended that she learn some career-related vocabulary words, Leslie agreed that this could be her goal. Leslie's teacher provided a list of vocabulary words and Leslie reviewed the words to determine which ones she already knew. While working through the first phase of the model, Leslie realized that although she thought she knew several of the words she actually needed to find and learn the meanings of 12 of the 15 words.



## 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.*

## Leslie: Phase 3

*In the previous phases, **Leslie** worked with her teacher to develop a plan of action for learning vocabulary words. The “What have I learned?” step focused on Leslie’s increased sense of adequacy in decision-making and goal setting. Leslie realized that she had some control over her goal accomplishment. She appeared to make the connection between her effort towards her goal (learning the vocabulary words) and her goal attainment. Leslie’s goal attainment was measured by the number of correctly defined vocabulary words. By the last session, Leslie was able to identify 13 out of the 15 words. Leslie was very pleased by the praise she received from the adults in her classroom. When engaged in other activities at school, Leslie appeared more confident when answering questions and making decisions. Leslie was very pleased with her success and appeared eager to use her new goal setting skills in other areas.*

## Will: Phase 1

- *One high school student, **Will**, age 17, with significant learning disabilities and poor self-esteem, initially set a goal related to getting better grades in the three subject classes in which he was included with general education students. When Will completed the first phase of the model to answer the question, "What is my goal?" he realized that in two of the three classes the teachers did not always remember to use the accommodations included in his IEP. For example, in History class, the instructor did not allow Will extra time to take the exams, so that his difficulty with decoding and reading large words often resulted in failing grades. Will worked with his special education teacher to identify a goal of learning to ask for accommodations when necessary.*

## 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.*

## Will: Phase 3

*In the previous phases, **Will** developed a plan to improve his grades that included managing his study time better, remembering to ask the teacher for accommodations, and developing some self-advocacy skills. The final phase of the model focuses on, "What have I learned?" Will and his teacher talked about his emerging self-advocacy skills. They also talked about how he had been able to begin to self-manage his study behaviors. The Self-Determined Learning Model of Instruction enabled Will's teacher to support him to become a more effective learner. At the end of the school year, Will was very pleased to have passed his three classes and to have learned to talk with his teachers to ask for help when needed.*

PATRICK  
*PHASE 1-3*

---



# Patrick

## In Phase 1: Set a Goal

**“What is my Goal?”** Patrick chose to learn how to use the microphone or talk feature on devices to turn his speech to text. His goal was simply put, " I want to learn how to do speech to text"

He had already identified strengths, and what he DID NOT like to do (writing).

He made a choice to create his daily schedule on an iPad.

Patrick chose to monitor his success by noting each day that he used the skill on a check off chart. He used a "to do" list to engage staff support on his plan.

He chose staff to teach him the different ways to create a schedule on the iPad using the microphone available on the keyboard display.

## In Phase 2: Take Action

“What is my Plan?” Patrick took **action**, and with some effort had to learn-

- 1) which format or app to use on the iPad
- 2) narrow it down to “calendar” or “notes”
- 3) chose “notes” for sequence of activities in his day
- 4) where the microphone icon was located
- 5) how to time it when he recorded
- 6) to speak clearly

It took some practice for Patrick to speak clearly enough to produce the correct text (ie. Yoga class was “yoga asses)

He also learned that lots of people talking nearby would affect his text.

Moving to a quieter area solved that problem.

Also, he learned that if he used scant information on the schedule he might know where he was going but could be unprepared for an activity

(i.e. not scheduling time to pack his gym bag before going to the gym)

Patrick kept track of how often he used this new skill for creating his daily schedule.



~~XXXXXXXXXX~~

To do...	Done
5/20 Schedule on ipad Speech → Text need a little help Schedule ☰	✓ 5/26
5/26 write to mom- Speech → text + ipad email	✓ June 5
June 8 Speech → Text on new iphone Schedule ☰	✓ June 19
SUMMER- ESY SCHEDULE + NOTES	
TEXT FRIENDS	

Monday	Tuesday	Wednesday	Thursday	Friday	
5/18					MAY
	5/26				MAY
6/1					JUNE
6/8					JUNE

Just checking the days he created and used his schedule and email.

## In Phase 2: Take Action “What is my Plan?”

Patrick realized that his action plan included emailing his parents and friends. He was able to access the microphones on the desktop computers to speak the body of the email BUT did not enjoy typing out the log-ins (2x) for accessing email. His data chart for self-monitoring reflected that as he entered only 2 of 6 days.

Patrick received a smart phone with a larger screen for an early birthday gift.



Patrick became “fast friends” with Siri. Siri recognized Patrick’s speech fairly accurately and Patrick used Siri to make phone calls and to text friends and family.

## Phase 3 : Adjust Goal or Plan

### “What Have I Learned?”

Student Question 9. What actions have I taken?

- Find the microphone on iPad or keyboard
- Speak clearly to get words right
- Say all the steps I need to do for my schedule
- I find a quiet place to talk if it is noisy
- I can text friends and family instead of emailing

## Student Question 10. What barriers have been removed?

- I can use my phone to write my schedule using speech to text
- I can use Siri to text people I know
- I can use Siri to email people when their email address is on my phone but I don't know whose address is there.

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

- I don't know how to use speech to text for writing a letter to get a job using my phone
- I know that some of the words that go into text are not the ones I wanted

## Student Question 12. Do I know what I want to know?

- No. I want to know if I can print from my phone.
- I want to know if there is an easy way for Siri to fix the words that don't come out the way I want.

In PHASE 3, Patrick needed to identify what he had learned through sorting out 4 questions...

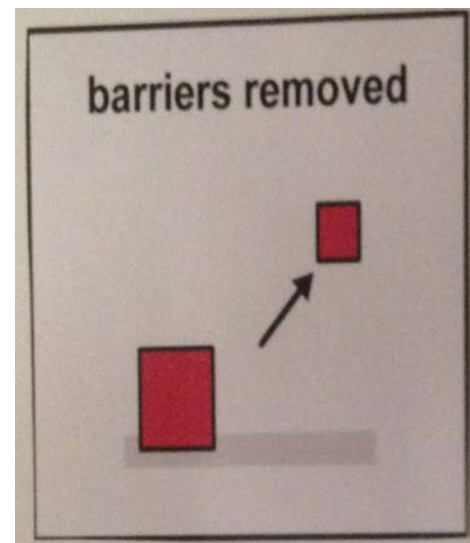
What actions have I taken?

Used iPad to speak my schedule using a microphone on a keyboard  
Used Siri on the iPad to find my notes for my schedule and grocery list



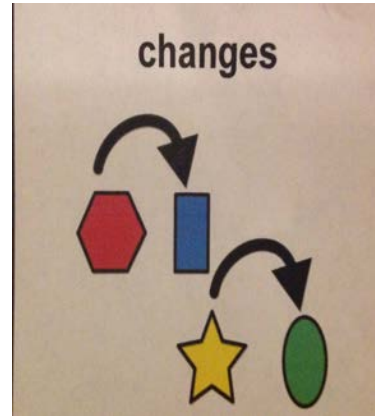
What barriers have been removed?

Having to find microphone every time. Now I just use Siri.



What barriers have been removed?

**Using a phone is better for me to carry around and I can use Siri**



about what



**I can do schedules, lists, texts and emails by telling Siri to do it**

Do I know what I want to know?

“does your email always get to the person?”

**Ans. “I am not sure”**

“whose email is on your phone?”

**Ans. “Just Judy’s”.**



“can you print a letter out from your phone?”

**Ans.”I am not sure. Let’s find out”.**



Did I finish my goal?

Yes, for the speech to text.

No, because I want to use it for writing letters to  
find a job.

Now I can go back to phase 1 to do that