The Self-Determined Learning Model of Instruction

Teacher’s Guide

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For more information, visit self-determination.org or email selfdetermination@ku.edu.
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The Self-Determined Learning Model of Instruction

Introduction

Teacher’s Guide

This practice resource describes *The Self-Determined Learning Model of Instruction* (SDLMI; Wehmeyer, Palmer, Agran, Mithuag, & Martin, 2000) and how teachers and other personnel can use the model to support students to:

- Learn and use skills that enable them to self-regulate problem solving leading to goal setting and attainment
- Achieve meaningful learning goals across multiple curricular domains
- Work toward and achieve academic and transition goals
- Achieve better school and post-school outcomes
- Become more self-determined

Self-Determination

Being self-determined is about acting as the causal agent in one’s life (Shogren et al., 2015). Causal agents are people who make or cause things happen in their lives.

People who are self-determined self-initiate and self-regulate action to solve problems, make decisions, and set goals that impact their lives. Adolescents become more self-determined as they engage in problem-solving and decision-making actions, set and work toward goals, identify their interests and preferences, and advocate for themselves and their needs. These actions are critical for all students and are often part of the curriculum. However, students will need support to learn and practice these skills if they are to lead self-determined lives.

Recent Research on the SDLMI


Essential Characteristics of Self-Determined Actions

**Volitional Action**
- Autonomy
- Self-Initiation

**Agentic Action**
- Self-Regulation
- Self-Direction
- Pathways Thinking

**Action-Control Beliefs**
- Psychological Empowerment
- Self-Realization
- Control Expectancy
The Self-Determined Learning Model of Instruction

Essential Characteristics of Self-Determined Actions

**Volitional Action**

<table>
<thead>
<tr>
<th>Definition</th>
<th>Example</th>
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</thead>
<tbody>
<tr>
<td><strong>Autonomy</strong></td>
<td>Acting based on preferences, interests, and abilities without unnecessary outside influence. You choose what clubs to be a part of at school based on what you are most interested in.</td>
</tr>
<tr>
<td><strong>Self-Initiation</strong></td>
<td>Identifying and starting to work toward a goal while using your past experiences to understand your preferences and interests. You join a hiking club because you have camped in the past and really liked it.</td>
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</tbody>
</table>

**Agentic Action**

<table>
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<tr>
<th>Definition</th>
<th>Example</th>
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<tbody>
<tr>
<td><strong>Self-Regulation</strong></td>
<td>Managing your actions as you work toward a goal – having systems for keeping track of progress and evaluating outcomes. You want to go to the movies with your friends and need a ride there so you ask them to pick you up and they do.</td>
</tr>
<tr>
<td><strong>Self-Direction</strong></td>
<td>Freely choosing your goals and recognizing and responding to challenges and opportunities. You enjoy football and want to be a captain on your team and accept the position when it is offered to you.</td>
</tr>
<tr>
<td><strong>Pathways Thinking</strong></td>
<td>Being able to identify many ways to solve problems and reach your goals. You don’t have a book you need to complete your homework so you think to either go to your locker to get it or borrow the book from a friend.</td>
</tr>
</tbody>
</table>
## Essential Characteristics of Self-Determined Actions

### Action-Control Beliefs

<table>
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<tr>
<th>Definition</th>
<th>Example</th>
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<tbody>
<tr>
<td><strong>Psychological Empowerment</strong></td>
<td>Believing that you have what it takes to reach your goals and that you can reach your goals when you try.</td>
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<td></td>
<td>You decide to take honors classes because you know it will help you attend the college you’ve always wanted to go to.</td>
</tr>
<tr>
<td><strong>Self-Realization</strong></td>
<td>Using what you know about your personal strengths and weaknesses to act in the best way for you.</td>
</tr>
<tr>
<td></td>
<td>You decide to be the president of your class because you know you are very good at working with a big group of people.</td>
</tr>
<tr>
<td><strong>Control Expectancy</strong></td>
<td>Believing that you can use your skills and the people around you to influence your environment and reach a goal.</td>
</tr>
<tr>
<td></td>
<td>You know you need help in math and work hard during after school tutoring hours to make sure you get an A.</td>
</tr>
</tbody>
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The Self-Determined Learning Model of Instruction

Overview

The SDLMI was designed to enable teachers to teach students to self-direct their own learning; that is, to enable students to become causal agents in their lives. That’s not to say that students won’t still need support – we all do. The purpose of the SDLMI is to provide a teaching model that enables teachers to support students become more effective at initiating and self-regulating action toward goal setting and attainment. The SDLMI is intended to be used by teachers and related support personnel in a variety of situations to support positive student outcomes.

Students can use the SDLMI to set and work toward a broad array of goals. Some of these goals might be related to:

- Skills in various academic subject areas
- Study skills or self-management skills
- Vocational outcomes
- Career exploration (transition)
- Social interaction
- Anything else students can think of!

Teachers use the SDLMI to teach students to learn and use a self-regulated problem solving process that involves students answering a set of questions that guide them to set a goal, create a plan to achieve that goal, and self-monitor and self-evaluate progress toward that goal, altering the plan or the goal as needed. These actions are accomplished in three “phases.” In each phase, there are four “Student Questions” that lead students through a problem-solving sequence to solve the problem posed in that phase. The problem to solve in Phase 1 is “What is My Goal?” The problem to solve in Phase 2 is “What is My Plan?” The problem to solve in Phase 3 is “What Have I Learned?”

Thus, student questions in Phase 1 support students through a problem-solving sequence to set a goal. Student questions in Phase 2 support students through a problem-solving sequence to develop a plan of action to achieve the goal defined in the Phase 1, including creating a self-monitoring process. Student questions in Phase 3 guide the student through a problem-solving sequence to use self-monitoring data to self-evaluate progress toward the goal. Based upon their progress, students may decide to revise their action plan or their goal, thus repeating the prior phases as necessary. Each Student Question is linked to Teacher Objectives that provide a roadmap for what teachers are trying to support students to achieve when they answer the question. The Teacher Objectives provide teachers with specific objectives they want to achieve by supporting students to answer questions. Additionally, each phase provides a list of Educational Supports that teachers can use to provide instruction to students as they work to answer questions. Some students will need instruction before they can answer a question – especially if they haven’t learning the skills needed yet! The Teacher Objectives help define these areas.
When teachers use the SDLMI they take on several roles...

**Facilitator**
Enable the student to succeed; to provide support without seeming to be the “authority” who has all the answers.

**Instructor**
To teach students to work through the questions and to provide instruction that enables students to answer questions and complete tasks identified in the Teacher Objectives.

**Advocate**
To communicate to the student that you believe that the student can be successful and to provide support and collaborate with the student in efforts to achieve his or her goal.

When students receive instruction using the SDLMI they take on several roles...

**Self-directed learner**
Not all students can perform all activities independently, but all students can be supported to be actively engaged in the process and, in so doing, more actively direct learning.

**Active learner**
To act in collaboration with the teacher and assume some direction over the learning process. The levels of supports needed by students to self-direct learning will vary considerably, but all students can be actively engaged in the learning process with supports provided in the SDLMI.
The Self-Determined Learning Model of Instruction

How the SDLMI Works

Phase 1: Problem to be Solved by Student: What is my goal?

The Student Questions in Phase 1 guide the student in setting a goal. The teacher works with the student to answer the questions, keeping the Teacher Objectives in mind. The teacher may need to provide instruction using one or more of the Educational Supports (e.g., teaching choice-making skills, engaging in preference assessment) to enable the student to answer the question. This phase may require a number of conversations between the teacher and the student, as well as instruction using the Educational Supports before the student reaches the point of setting his or her goal. During this phase, the teacher works with the student to answer questions related to: what the student wants to learn, what the student already knows, what needs to change for the student to learn what they don’t know, and what actions they need to take to make this happen (see Student Questions 1-4).

Phase 2: Problem to be Solved by Student: What is my plan?

The Student Questions in Phase 2 support the student to develop an action plan to achieve the goal they set in Phase 1 and to identify a self-monitoring process to track their progress toward reaching that goal. The Teacher Objectives guide the teacher to enable the student to develop supports needed to take action. Students may need instruction using one or more of the Educational Supports to develop and implement their action plan (i.e., how to self-instruct, how to self-monitor, etc.). Once the action plan has been developed, the student (with any needed/requested supports), engages in the actions identified in the action plan and collects data on progress through the self-monitoring process. After the student spends a period of time working toward his or her 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.

Phase 3: Problem to be Solved by Student: What have I learned?

The Student Questions in Phase 3 support the student to evaluate his or her progress toward the goal, again with support as needed from the teacher using the Teacher Objectives as a guide. Working through Student Questions 9-12, the student determines if he or she has met the stated goal. Students might need to learn new skills using the Educational Supports – like self-evaluation. If not, the student must decide if he or she will continue to implement the action plan in place, make adjustments to the action plan, revise/refocus the goal, or select a new goal. If, through the questions in Phase 3, students decide they need to change their action plan, they return to the start of Phase 2, working through that phase again. If the student decides that he or she needs to revise or change the goal, he or she returns to Phase 1 and works through the sequence again.
# The Self-Determined Learning Model of Instruction

## Tips for Working through the Phases

<table>
<thead>
<tr>
<th><strong>STUDENT VOICE</strong></th>
<th>Support the student to answer the Student Questions. Keep the focus on the student and his/her part in the process.</th>
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<tbody>
<tr>
<td><strong>DISCUSSION</strong></td>
<td>Remember this process is always a conversation and not simply a matter of responding to a question and writing the answer.</td>
</tr>
<tr>
<td><strong>SUPPORTS</strong></td>
<td>Refer to the Teacher Objectives and Educational Supports (see p. 19, 42). When possible, support students to use student-directed educational supports (e.g., self-reinforcement, choice making, etc.).</td>
</tr>
<tr>
<td><strong>PRACTICE</strong></td>
<td>Students should initially practice moving through the Student Questions with a goal that can be completed in a short period of time (2-4 weeks). Support students to continue to use the SDLMI to set more complex goals over time.</td>
</tr>
<tr>
<td><strong>MOTIVATION</strong></td>
<td>Following the initial “practice” goal, work on one goal in a high-interest area so the student finds it easier to focus, be more productive, and have a more satisfying experience using the model. The goal should be one that the student selects (with guidance from the teacher).</td>
</tr>
<tr>
<td><strong>CYCLE</strong></td>
<td>The model supports the student in cycling through goal setting and action planning several times as he or she rethinks strategies and assesses progress. Rather than a straight-line, the journey a student takes may weave back and forth through the stages of the model as he/she determines the desired goal and the best action plan.</td>
</tr>
<tr>
<td><strong>ADAPTATION</strong></td>
<td>When the student self-evaluates progress toward the goal (Phase 3), the student may define a more complex or more narrowly focused goal that targets what he/she really wanted to learn, but was not initially able to pinpoint. This adaptation is a crucial part the process.</td>
</tr>
<tr>
<td><strong>ENCOURAGEMENT</strong></td>
<td>When students are evaluating progress they have made towards a goal, help them focus on success and emphasize that revising goals and action plans is a part of the process and not an indication of failure.</td>
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The Self-Determined Learning Model of Instruction

Getting Started

Preliminary Conversations

Use a series of conversations to introduce the SDLMI to the student. Student needs may vary, but all students can succeed with the right supports. Provide only as much support as is necessary for the student to succeed, and fade support as the student gains expertise.

Use effective listening techniques such as restating what you think the student is expressing.

Explain that you want to work with the student to learn how to solve problems, set goals, and learn what he or she needs to know to get what they want in life.

Discuss key terms:

- **Problem:** Something that keeps people from getting what they want (for example, a problem for getting a driver’s license might be passing the state driver’s test if you cannot read the test).
- **Barrier:** Something that stands in the way of getting what you want; something that blocks your progress (for example, I want to succeed in math class, but I don’t know how.)
- **Goal:** Something you set out to do, something you work to make happen (for example, becoming a student body representative)

Be clear that:

- Your primary responsibility is to teach what the student needs to learn
- You will work with the student as a partner to identify what things the student needs and wants within school parameters
- It is the student’s responsibility to learn to develop and use this step-by-step plan to achieve goals

If a student has difficulty identifying a very short-term goal, offer some suggestions, such as:

- Learn about upcoming assignments in a class
- Learn how to obtain the schedule for football season
- Get information on a school club of interest
- Find out who is in charge of student jobs on campus
- Check out a book or film from the library
- Learn how to access e-mail on a classroom computer, in the campus library, or at a public library
- Identify businesses in the neighborhood that could be employment prospects
- Find out where and when a desired movie is showing
Phase 1: Set a Goal

Student Problem to Solve: What is my goal?

Educational Supports

- Student self-assessment of interest, abilities, and instructional needs.
- Awareness training.
- Choice-making instruction.
- Problem-solving instruction.
- Decision-making instruction.
- Goal setting instruction.

Student Question 1: What do I want to learn?

Student Question 2: What do I know about it now?

Student Question 3: What must change for me to learn what I don’t know?

Teacher Objectives

- Enable students to identify specific strengths and instructional needs.
- Enable students to communicate preferences, interests, beliefs and values.
- Teach students to prioritize needs.

Teacher Objectives

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

Teacher Objectives

- Enable students to decide if actions will be focused toward capacity building, modifying the environment, or both.
- Support students to choose a need to address from the prioritized list.

Teacher Objectives

- Teach students to state a goal and identify criteria for achieving goal.

Go to Phase 2
Alternate Phrasing

**Student Question 1:** *What do I want to learn?*

*Alternate Phrasing*

- What do I want to do?
- What do I want to know about?
- What goal do I want to work on

**Student Question 2:** *What do I know about it now?*

*Alternate Phrasing*

- What can I tell someone about it?

**Student Question 3:** *What must change for me to learn what I don’t know?*

*Alternate Phrasing*

- Do I need to change? Should I try to change something else?

**Student Question 4:** *What can I do to make his happen?*

*Alternate Phrasing*

- What can I do to make these changes?
Phase 2: Take Action

Student Problem to Solve: What is my plan?

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?

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.

Go to Phase 3
Alternate Phrasing

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

*Alternate Phrasing*

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

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

*Alternate Phrasing*

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

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

*Alternate Phrasing*

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

**Student Question 8:** What will I take action?

*Alternate Phrasing*

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

Student Question 12: Do I know what I want to know?

Teacher Objectives
- Enable student to decide if progress is adequate, inadequate, or goal has been achieved.
Alternate Phrasing

**Student Question 9:** *What actions have I taken?*

Alternate Phrasing

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

**Student Question 10:** *What barriers have been removed?*

Alternate Phrasing

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

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

Alternate Phrasing

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

**Student Question 12:** *Do I know what I want to know?*

Alternate Phrasing

- Did I learn what I wanted to learn?
- Did I reach my goal?
## Antecedent-cue regulation strategy

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<tr>
<th>Definition</th>
<th>Example</th>
<th>Teaching Tips</th>
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<tbody>
<tr>
<td>An action taken to alter conditions before a target behavior so as 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.</td>
<td>A post-it note on the back door to remind yourself of an early dental appointment.</td>
<td>The prompt must be meaningful to the student and should be decided upon by the student and teacher, not just assigned.</td>
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## Assertiveness training

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<th>Definition</th>
<th>Example</th>
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<tr>
<td>This concept of assertiveness is between aggressiveness and neutrality or passivity. It is supporting students to express their positive and negative feelings appropriately, to initiate and terminate conversations when needed, and to say “no” if that is what they truly wish to say.</td>
<td>A student goes for pizza in a restaurant. The counter person points to a slice of pizza with everything on it and says, “You want pizza?” The student nods, and the person has already begun to heat a piece that is not the one likely to be selected by the student. A person displaying assertive behavior would say, “No, I wanted the one with pepperoni, not that one,” while a person who is not assertive would pay for the pizza and attempt to eat it.</td>
<td>Powers and colleagues (1996) suggest a three-step strategy that a student might employ: 1) look others in the eye, 2) speak calmly and firmly, and 3) if they disagree, repeat what you want and explain your reasoning.</td>
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# Appendices

## Educational Supports

### Awareness training

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<th>Definition</th>
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<tr>
<td>To be self-aware, a student learns to identify basic physical and psychological needs, interests, and abilities. He or she knows which of these interests are common and which are unique. A student also knows how their behavior affects others. To become self-aware, the student develops a broader sense of themselves, learning to apply that knowledge to building a positive self-image and gaining self-confidence.</td>
<td>A student walks into the library with a friend and loudly tells him about what he plans to do after school. If the student is demonstrating self-awareness, he would notice his loud voice is bothering students in the library and adjust it to a more context-appropriate level.</td>
<td>Given the broad nature of self-awareness, teachers can include positive self-image and self-confidence building into conversations with students during the SDLMI.</td>
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### Choice-making instruction

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<tr>
<td>Teaching a student to choose from two or more alternatives, based on individual preference. Choice making can be as simple as indicating preferences, as being a part of the decision-making process, and ultimately as an expression of autonomy and dignity.</td>
<td>A student chooses to explore careers related to animals instead of careers related to teaching.</td>
<td>Shevin and Klein (1984) outline five keys promoting student choice: 1) incorporate student choice early into the instructional process, 2) increase the number of decisions related to a given activity that a student makes, 3) increase the number of domains in which decisions are made, 4) raise the significance in terms of risk and long-term consequences of the choices the student makes, and 5) have clear communication with the student concerning areas of possible choice, and the limits within which choices must be made.</td>
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## Appendix

**Educational Supports**

### Communication skills training

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<th>Definition</th>
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<tbody>
<tr>
<td>Communication skills involve non-verbal components (e.g., looking a person in the eye) of conversations and responding to a conversational partner’s question or statement with a relevant statement or answer, initiating conversations at appropriate times, appropriate turn taking, and showing continued interest in a conversation by employing brief speech acknowledgements.</td>
<td>In the cafeteria, students at a table are sharing stories about times their parents embarrassed them. A student demonstrating strong communication skills might wait for a pause in the conversation, and then share about a time her dad danced in front of a crowd.</td>
<td>Direct training could include optimizing a student’s self-identified strengths in communication and suggesting possible areas for improvement would be a direct way to address these communication skills related to identified goals.</td>
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### Decision-making instruction

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<th>Example</th>
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</thead>
<tbody>
<tr>
<td>Decision-making is a process of identifying various options and weighing the adequacy of various options. Decision-making is broader than choice-making as it involves weighing different outcomes and picking the best one.</td>
<td>A student is deciding whether to take on an after-school job. He creates a list of pros and cons, and talks through it with his guidance counselor. He decides to take the job because he will earn money, get experience, and it likely won’t interfere with his schoolwork.</td>
<td>A decision-making model includes the following steps: 1) listing relevant action alternatives, 2) identifying possible consequences of those actions, 3) asserting the probability of each consequence occurring (if actions were undertaken), 4) establishing the relative importance (value or utility) of each consequence, 5) integrating these values and probabilities to identify the most attractive course of action (Byeth-Marom et al., 1991).</td>
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## Appendix

### Educational Supports

#### Goal-attainment strategies

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<th>Definition</th>
<th>Example</th>
<th>Teaching Tips</th>
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<tbody>
<tr>
<td>Instruction in methods to attain particular goals or outcomes that the student self-identifies. Goal attainment is another way to state the concept of goal-setting instruction.</td>
<td>See goal-setting instruction.</td>
<td>See goal-setting instruction.</td>
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#### Goal-setting instruction

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<thead>
<tr>
<th>Definition</th>
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</thead>
<tbody>
<tr>
<td>Goal setting instruction involves teaching the skills to create plan for what one wants to accomplish or achieve (Sands &amp; Doll, 2000).</td>
<td>The SDLMI is a comprehensive example of goal-setting instruction. A student considers his/her strengths, interests, and aspirations, and creates an action plan to achieve a goal.</td>
<td>Goal setting instruction will guide students through a series of steps which might include most of the following, depending on the situation: 1) have a student self-identify a goal, 2) identify the discrepancies between where student is and what they want to achieve with their goal, 3) identify a solution, 4) identify positive outcomes of meeting the goal, 5) develop a monitoring plan, and 6) evaluate progress toward the goal (Agran, 1997).</td>
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### Problem-solving instruction

<table>
<thead>
<tr>
<th>Definition</th>
<th>Example</th>
<th>Teaching Tips</th>
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<tbody>
<tr>
<td>The teaching of strategies to assist a student with problems they</td>
<td>A student is disappointed because he hears about a classmate’s party,</td>
<td>Problem solving would include the process of helping the student:</td>
</tr>
<tr>
<td>encounter. In problem solving, a solution is not previously known and</td>
<td>but was not invited. He makes plans with another classmate to improve</td>
<td>1) define the problem and determine the need for a solution,</td>
</tr>
<tr>
<td>must be identified. Problems may be simple to complex, depending on the</td>
<td>his mood, and makes more of an effort to talk to classmates in the halls.</td>
<td>2) identify one or more solutions,</td>
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<tr>
<td>instance. Social problem solving involving interpersonal communication is</td>
<td></td>
<td>3) implement solution(s), and 4) evaluate the effectiveness of the solution(s).</td>
</tr>
<tr>
<td>one of the most difficult problems to attempt to solve.</td>
<td></td>
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</tr>
</tbody>
</table>

### Self-advocacy instruction

<table>
<thead>
<tr>
<th>Definition</th>
<th>Example</th>
<th>Teaching Tips</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-advocacy instruction involves a variety of skills to promote</td>
<td>During math class, a student is seated in the back of the classroom and</td>
<td>Creating opportunities for students to express their needs, and communicate</td>
</tr>
<tr>
<td>leadership, and teamwork including assertive behavior, communication,</td>
<td>can’t focus well. After class, he speaks with the teacher to express</td>
<td>those needs to others.</td>
</tr>
<tr>
<td>decision-making skills, goal setting and attainment, leadership skills,</td>
<td>his needs, and his seat is moved closer to the front.</td>
<td></td>
</tr>
<tr>
<td>legal and citizenship rights and responsibilities, problem-resolution</td>
<td></td>
<td></td>
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<tr>
<td>skills, public speaking skills, transition planning, and use of</td>
<td></td>
<td></td>
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<tr>
<td>community resources.</td>
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<td></td>
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</tbody>
</table>
## Appendix

### Educational Supports

### Self-assessment of interests, abilities, and instructional needs

<table>
<thead>
<tr>
<th>Definition</th>
<th>Example</th>
<th>Teaching Tips</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assisting students to determine what he or she enjoys, does well, and what he or she needs to learn.</td>
<td>A student is deciding which afterschool club to join. At the club fair, she collects fliers from a variety of clubs that catch her interest. The next day, she ranks the clubs by those of most interest to her and suited to her abilities.</td>
<td>This can start with a simple listing of interests and abilities generate by the student. Next, the student can identify areas they need more experience with, and revise their list after gaining these experiences.</td>
</tr>
</tbody>
</table>

### Self-evaluation

<table>
<thead>
<tr>
<th>Definition</th>
<th>Example</th>
<th>Teaching Tips</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-evaluation involves the comparison of a 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.</td>
<td>A student completes the SDLMI with a goal of improving her performance in biology class. Following Phase 3, she looks back and sees she did not learn all the things she hoped to. She decides to revise her goal with more of a focus on study skills.</td>
<td>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 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 understand the steps that might be taken to achieve the targeted outcome.</td>
</tr>
</tbody>
</table>
## Appendix

### Educational Supports

### Self-instruction

<table>
<thead>
<tr>
<th>Definition</th>
<th>Example</th>
<th>Teaching Tips</th>
</tr>
</thead>
<tbody>
<tr>
<td>A specific type of “self-talk” related to a task that a student verbalizes while completing the task.</td>
<td>A student working in the principal’s office follows “self-instruction” steps mentally to file documents.</td>
<td>Meichenbaum and Goodman (1971) have a five-step teaching model which includes the following: 1) teacher performs task, instructing aloud while student observes, 2) student performs task while teacher instructs aloud, 3) student performs task while self-instructing aloud, 4) student performs task while whispering, 5) student performs task while self-instructing “covertly”.</td>
</tr>
</tbody>
</table>

### Self-scheduling

<table>
<thead>
<tr>
<th>Definition</th>
<th>Example</th>
<th>Teaching Tips</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student learns to scheduling times with a teacher or mentor to discuss goal-setting activities using a system of written scheduling in a day planner or using technology. The strategy of scheduling will focus on a target (the goal), but be of general use in the life of the student to maintain assignments and class requirements.</td>
<td>A student uses his academic planner to create daily to-do lists. He checks off items when they are completed, including tasks and meetings.</td>
<td>Self-scheduling involves: 1) understanding the activities that need to be conducted or that the student wants to accomplish that are relevant for the task, 2) scheduling when they are to be done, 3) remembering when they are scheduled (using a permanent prompt such as a planner or photo album with picture prompts), and 4) having some sort of monitoring system so that 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.</td>
</tr>
</tbody>
</table>
# Appendix

## Educational Supports

<table>
<thead>
<tr>
<th><strong>Self-monitoring</strong></th>
<th><strong>Example</strong></th>
<th><strong>Teaching Tips</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Definition</strong></td>
<td>A student uses a self-monitoring sheet created with a teacher during history class to record whether she took notes and how many key points she recorded.</td>
<td>It is recommended that self-monitoring be made concrete for students by creating self-monitoring sheets, technology (such as a vibrating watch) or simple tools such as putting pennies in a jar when an action is complete.</td>
</tr>
<tr>
<td></td>
<td>Self-monitoring involves systematic observation and recoding of a target behavior. In other words, a student must acknowledge his or her own behavior and monitor it. The monitored behavior 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.</td>
<td></td>
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</tbody>
</table>
EXAMPLE FORMS
The Self-Determined Learning Model of Instruction:
Student Questions – *Phase 1 – Set a Goal*

Name __________ Amy _____________  Date _____9-29___________  
(School ________ xxxxxxxxxxxx ________  
(Date Phase 1 Began)

---

**What is my goal?**  Let’s try to identify something that you want to learn or improve on.

---

**Please answer the questions below.**

1. **What do I want to learn or improve on?**  
I would like to go to a day care and take a class working with babies, so I can learn more about them and how to take care of them.

2. **What do I know about it now?**  
You have to change their diapers, feed them bottles, and change their clothes if they make a mess. The places that care for babies are hospitals or day care centers.

3. **What must change for me to learn what I don’t know?**  
I could take infant classes at the college or the recreation center. I could get a book on infants from the library. I could even volunteer at a hospital or day care center.

4. **What can I do to make this happen?**  
I will call the college or day care center to sign up for classes so I can learn more about babies.

---

*I have listed a specific, measurable activity for student question 4. This is my goal, the activity I will be working on during Phase 2 and Phase 3.*

---

End of Phase 1  ➡️  Go on to Phase 2
The Self-Determined Learning Model of Instruction: Student Questions – Phase 2 – Take Action

Name ___________________________ Date _________________
School ___________________________

(Date Phase 2 Began)

Please answer the questions below.

5. What can I do to learn what I don’t know?
Get the pamphlet on when the college offers the classes – what time they start and end. Call the daycare to get information on classes. I could even volunteer at a hospital or daycare.

6. What could keep me from taking action?
If my phone was dead, if the pamphlet didn’t go through the mail, or if there wasn’t a hospital nearby.

7. What can I do to remove these barriers?
Make sure my phone is charged. Borrow a phone if I need to. Ask them to send another pamphlet. Have it mailed to the school. Go to another hospital that’s kind of nearby.

8. When will I take action?
10-2 after school

End of Phase 2. I will start working on my Plan and then go on to Phase 3.

End of Phase 2 ➔ Go on to Phase 3
The Self-Determined Learning Model of Instruction:  
Student Questions –  **Phase 3 – Adjust Goal or Plan**

Name  ___________________________  Date  ______10-5___________
(School  __________)  

**What have I learned?**  🎯 Let’s think about whether or not you achieved your goal.

9. **What actions have I taken?**
   I called the community college, got a pamphlet on their classes and programs. Got a pamphlet from the rec. center. I looked up the phone number for the community college (Mrs. W., my teacher, helped).

10. **What barriers have been removed?**
    I’ve kept my phone charged, and the pamphlet came through in the mail. I still haven’t found a hospital nearby. New barriers I have are babysitting and basketball games.

11. **What has changed about what I don’t know?**
    I learned how to use the directory to ask for a pamphlet from the college over the phone. I found the number for the college online.

12. **Do I know what I want to know?**
    So far, yes. I know what to expect from the community college on infant classes.

---

Did I finish my goal?  *Please mark in the bubble*  X  Yes  ○ No

If YES
   🎯 How did I feel about the results?  I feel good.
   🎯 Now I will go back to Phase 1 and set a new goal.

If NO
   🎯 I will look back at Phase 1 again. If the goal is still a good one for me, I will move on to **Phase 2** to revise my plan OR I can rewrite my same goal or change it to a new goal.
The Self-Determined Learning Model of Instruction: 
Student Questions – *Phase 1 – Set a Goal*

Name: Rafael Date: 10-3

School: xxxxxxxxxxx (Date Phase 1 Began)

---

Please answer the questions below.

1. **What do I want to learn or improve on in (English & Math) class?**
   I want to learn how to pass all my classes so I don’t have to go to summer school and miss vacation with my family, and so I can move on to the next campus.

2. **What do I know about it now in (English & Math) class?**
   I have to pass my classes or I’ll have to go to summer school. If I fail More than one class, I have to go to summer school for 2 semesters. I couldn’t go on vacation with my family or move on to the next campus.

3. **What must change for me to learn what I don’t know in (English & Math) class?**
   I need to find out what I have to do for each class and use a planner to keep up with assignments. I need to learn to do time management. I need to attend tutorial. I might need to drop one after-school activity.

4. **What can I do to make this happen?**
   I will learn to use my planner to record all assignments and due dates and use a daily “To Do” list to be sure. I will pass all my classes and be promoted.

* I have listed a specific, measurable activity for student question 4. This is my goal in English & Math class, the activity I will be working on during Phase 2 and Phase 3.

---

End of Phase 1  ➔  Go on to Phase 2
The Self-Determined Learning Model of Instruction: 
Student Questions – Phase 2 – Take Action

Name ___________________ Date _____10-4______________
School ___________________ (Date Phase 2 Began)

What is my plan? Let’s think about how to achieve the goal that you set.

5. What can I do to learn what I don’t know?
I can meet with both teachers to find out what I need to do to bring up my grades. I can go to tutorials for extra help with the most important work. I will use my planner and “To Do” list every day.

6. What could keep me from taking action?
Forgetting to use the planner and “To Do” list, sleeping late and missing tutorials, TV, friends, not doing my work, getting bored, spending too much time on afterschool activities.

7. What can I do to remove these barriers?
Keep my planner in my backpack and always use it. Go to bed by 10pm And use an alarm clock. Find a friend to study with. Set a reward for myself If I pass the first 6 weeks, I can go to my favorite restaurant.

8. When will I take action?
My first day back – January 8th

End of Phase 2. I will start working on my Plan and then go on to Phase 3.
The Self-Determined Learning Model of Instruction:
Student Questions – Phase 3 – Adjust Goal or Plan

Name ______ Rafael________________ Date _____1-20______________
(Date Phase 3 Began)
School __xxxxxxxxxxx_____________

What have I learned? Let’s think about whether or not you achieved your goal.

9. What actions have I taken?
I used my planner, but I did forget to write down a project. I turned in the Project late and lost points. I attended tutorials, but missed a few by Oversleeping. I got a new girlfriend and spent a lot of time on the phone.

10. What barriers have been removed?
I dropped comic books club. I started using my planner for all meeting Due dates, assignments, doctor’s appointments, sports stuff. I also told My boss I couldn’t work overtime this semester.

11. What has changed about what I don’t know?
I passed English! I’m not sure about Algebra – I’m still a little behind.

12. Do I know what I want to know?
I have made progress on my grades improving.

Did I finish my goal? Please mark in the bubble  ○ Yes  X No

If YES  ⬇️ How did I feel about the results? ________________________________
  ⬇️ Now I will go back to Phase 1 and set a new goal.

If NO  ⬇️ I will look back at Phase 1 again. If the goal is still a good one for me, I will move on to Phase 2 to revise my plan OR I can rewrite my same goal or change it to a new goal.
The Self-Determined Learning Model of Instruction: Student Questions – *Phase 1 – Set a Goal*

Name ___________________________  Date ____________

School ___________________________

(Date Phase 1 Began)

Please answer the questions below.

1. What do I want to learn or improve on?
Greeting customers at the gift shop by opening the automatic doors
(Student indicated this by selecting from picture options of potential job goals).

2. What do I know about it now?
Student indicates with facial expressions that you need to smile at customer when they enter.

3. What must change for me to learn what I don’t know?
Teacher models pressing the large silver switch to open the door.

4. What can I do to make this happen?
Teacher and student practice skill together: wheel to the door, press large silver switch to open the door, and allow people to walk in (without wheeling towards them).

I have listed a specific, measurable activity for student question 4. This is my goal, the activity I will be working on during Phase 2 and Phase 3.

End of Phase 1  Go on to Phase 2
Name ___________________________ Date ________ 10-5__________
(School Began)
(School Began)

Please answer the questions below.

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

Teacher and student practice skill together: wheel to the door, press
large silver switch to open the door, and allow people to walk in
(without wheeling towards them).

6. What could keep me from taking action?

Student picks from pictures displaying the wrong actions:
wheeling toward someone, not paying attention.

7. What can I do to remove these barriers?

Teacher and student practice skill together: wheel to the door, press
large silver switch to open the door, and allow people to walk in
(without wheeling towards them).

8. When will I take action?

Today. Student adds job skill practice to her daily visual calendar.

End of Phase 2. I will start working on my Plan and then go on to Phase 3.

End of Phase 2 ➔ Go on to Phase 3
The Self-Determined Learning Model of Instruction:
Student Questions – Phase 3 – Adjust Goal or Plan

Name ___________________________ Date _______10-30__________
(School Phase 3 Began)

School ____________________________

What have I learned? 🗿️ Let’s think about whether or not
you achieved your goal.

9. What actions have I taken?
Student models skill.

10. What barriers have been removed?
Student points to visuals of the wrong actions (from Question 6).

11. What has changed about what I don’t know?
Student models skill.

12. Do I know what I want to know?
Student indicates from job choice visuals (see Question 1) that she can
do this job.

Did I finish my goal? Please mark in the bubble X Yes ○ No

If YES
起重 How did I feel about the results? Student selects smiley face from three expression
choices.
起重 Now I will go back to Phase 1 and set a new goal.

If NO
起重 I will look back at Phase 1 again. If the goal is still a good one for me, I will move
on to Phase 2 to revise my plan OR I can rewrite my same goal or change it to a new goal.
BLANK FORMS
The Self-Determined Learning Model of Instruction: Student Questions – Phase 1 – Set a Goal

Name ___________________________  Date ___________________
School __________________________

(Date Phase 1 Began)

What is my goal? Let’s try to identify something that you want to learn or improve on.

Please answer the questions below:

1. What do I want to learn or improve on?
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

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?
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

I have listed a specific, measurable activity for student question 4. This is my goal, the activity I will be working on during Phase 2 and Phase 3.

End of Phase 1  Go on to Phase 2
The Self-Determined Learning Model of Instruction: Student Questions – Phase 2 – Take Action

Name ___________________________ Date ___________________
School __________________________ (Date Phase 2 Began)

What is my plan? Let’s think about how to achieve the goal that you set.

Please answer the questions below.

5. What can I do to learn what I don’t know?
   __________________________________________
   __________________________________________
   __________________________________________

6. What could keep me from taking action?
   __________________________________________
   __________________________________________
   __________________________________________

7. What can I do to remove these barriers?
   __________________________________________
   __________________________________________
   __________________________________________

8. When will I take action?
   __________________________________________
   __________________________________________
   __________________________________________

End of Phase 2. I will start working on my Plan and then go on to Phase 3.

End of Phase 2 ➔ Go on to Phase 3
The Self-Determined Learning Model of Instruction: 
Student Questions – Phase 3 – Adjust Goal or Plan

Name ___________________________ Date ___________________

(School __________________________

(Date Phase 3 Began)

Please answer the questions below.

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?


Did I finish my goal? Please mark in the bubble


If YES

How did I feel about the results? ________________________________

Now I will go back to Phase 1 and set a new goal.

If NO

I will look back at Phase 1 again. If the goal is still a good one for me, I will move on to Phase 2 to revise my plan OR I can rewrite my same goal or change it to a new goal.
The Self-Determined Learning Model of Instruction:
Student Questions – **Phase 1 – Set a Goal**

Name ___________________________  Date ___________________

School __________________________

(Date Phase 1 Began)

**What is my goal?**

- What class do you want to improve?
  - English
  - Math
  - Social studies
  - Science
  - Other

**Please answer the questions below.**

1. What do I want to learn or improve on in ( ) class?

2. What do I know about it now in ( ) class?

3. What must change for me to learn what I don’t know in ( ) class?

4. What can I do to make this happen?

- I have listed a specific, measurable activity for student question 4. This is my goal in _______ class, the activity I will be working on during Phase 2 and Phase 3.

**End of Phase 1**  Go on to Phase 2
The Self-Determined Learning Model of Instruction:
Student Questions – *Phase 2 – Take Action*

Name ___________________________ Date ___________________
School __________________________

(Date Phase 2 Began)

What is my plan? Let’s think about how to achieve the goal that you set.

*Please answer the questions below.*

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

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

6. What could keep me from taking action?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

7. What can I do to remove these barriers?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

8. When will I take action?

________________________________________________________________________
________________________________________________________________________

End of Phase 2. I will start working on my Plan and then go on to Phase 3.

End of Phase 2 → Go on to Phase 3
The Self-Determined Learning Model of Instruction:
Student Questions – **Phase 3 – Adjust Goal or Plan**

Name ___________________________  Date ___________________
School __________________________

(Date Phase 3 Began)

Please answer the questions below.

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?
    __________________________________________________________
    __________________________________________________________

What have I learned? ➡️ Let’s think about whether or not you achieved your goal.

Did I finish my goal?  *Please mark in the bubble  ○ Yes ○ No*

**If YES**
➡️ How did I feel about the results? ________________________________
➡️ Now I will go back to Phase 1 and set a new goal.

**If NO**
➡️ I will look back at Phase 1 again. If the goal is still a good one for me, I will move on to **Phase 2** to revise my plan **OR** I can rewrite my same goal or change it to a new goal.
The Self-Determined Learning Model of Instruction: Teacher Objectives and Educational Supports – *Phase 1 – Set a Goal*

Teacher Name: ____________________________  Date ________________

Student Name: ____________________________

> Please mark (✓) any Educational Supports that you used.

**What is my goal? – Educational Supports**

- 1.1 Student assessment of interests, abilities, and instructional needs
- 1.2 Awareness training
- 1.3 Choice-making instruction
- 1.4 Problem-solving instruction
- 1.5 Decision-making instruction
- 1.6 Goal-setting instruction

> Please mark (✓) any Teacher Objectives that you met or targeted.

**Student Question 1: What do I want to learn? – Teacher Objectives**

- 1.1 Enable students to identify specific strengths and instructional needs
- 1.2 Enable students to communicate preferences, interests, beliefs and values
- 1.3 Teach students to prioritize needs

**Student Question 2: What do I know about it now? – Teacher Objectives**

- 2.1 Enable students to identify their current status in relation to the instructional need
- 2.2 Assist students to gather information about opportunities and barriers in their environments

**Student Question 3: What must change for me to learn what I don’t know? – Teacher Objectives**

- 3.1 Enable students to decide if action will be focused toward capacity building, modifying the environment, or both
- 3.2 Support students to choose a need to address from the prioritized list

**Student Question 4: What can I do to make this happen? – Teacher Objectives**

- 4.1 Teach students to state a goal and identify criteria for achieving goal.

End of Phase 1  ➡️ Go on to Phase 2
The Self-Determined Learning Model of Instruction: Teacher Objectives and Educational Supports – Phase 2 – Take Action

Teacher Name: ___________________________ Date ______________________

Student Name: ___________________________

End of Phase 2  Go on to Phase 3

What is my plan? – Educational Supports

☐ 2.1 Self-scheduling
☐ 2.2 Self-instruction
☐ 2.3 Antecedent cue regulation
☐ 2.4 Choice-making instruction
☐ 2.5 Goal-attainment strategies
☐ 2.6 Problem-solving instruction
☐ 2.7 Decision-making instruction
☐ 2.8 Self-advocacy and assertiveness training
☐ 2.9 Communication skills training
☐ 2.10 Self-monitoring strategies

Please mark (✓) any Educational Supports that you used.

Student Question 5: What can I do to learn what I don’t know? – Teacher Objectives

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

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

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

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

☐ 7.1 Collaborate with student to identify most appropriate instructional strategies
☐ 7.2 Teach student needed student-directed learning strategies
☐ 7.3 Support student to implement student-directed learning strategies
☐ 7.4 Provide mutually agreed upon teacher-directed instruction

Student Question 8: When will I take action? – Teacher Objectives

☐ 8.1 Enable student to determine schedule for action plan
☐ 8.2 Enable student to implement action plan
☐ 8.3 Enable student to self-monitor progress
The Self-Determined Learning Model of Instruction: 
Teacher Objectives and Educational Supports – **Phase 3 – Adjust Goal or Plan**

Teacher Name: ____________________________  Date ____________________________
(Student Name: ____________________________
(Date Phase 3 Began)

Please mark (✓) any Educational Supports that you used.

**What have I learned? – Educational Supports**

- 3.1 Self-evaluation strategies
- 3.2 Choice-making instruction
- 3.3 Goal-setting instruction
- 3.4 Problem-solving instruction
- 3.5 Decision-making instruction
- 3.6 Self-reinforcement strategies
- 3.7 Self-recording strategies
- 3.8 Self-monitoring strategies

Please mark (✓) any Teacher Objectives that you met or targeted.

**Student Question 9: What actions have I taken? – Teacher Objectives**

- 9.1 Enable students to self-evaluate progress toward goal achievement

**Student Question 10: What barriers have been removed? – Teacher Objectives**

- 10.1 Collaborate with student to compare progress with desired outcomes

**Student Question 11: What has changed about what I don’t know? – Teacher Objectives**

- 11.1 Support student to re-evaluate goal if progress is insufficient
- 11.2 Assist student to decide if goal remains the same or changes
- 11.3 Collaborate with student to identify if action plan is adequate or inadequate given revised or retained goal
- 11.4 Assist student to change action plan if necessary

**Student Question 12: Do I know what I want to know? – Teacher Objectives**

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

Did the student finish their goal?  Please mark in the bubble  ○ Yes  ○ No

The student can now go back to Phase 1 and set a new goal (if they finished this goal) or revise their goal or action plan if they did not achieve their goal.
The Beach Center on Disability

The Beach Center on Disability is a research center at the University of Kansas that supports people with disabilities, their families, service providers, researchers, and policy makers through research, information distribution and training.

For further information, contact:

Beach Center on Disability
The University of Kansas
1200 Sunnyside Avenue
3134 Haworth Hall
Lawrence, Kansas 66045-7534

Phone: 785-864-7600
Fax: 785-864-7605
Website: www.beachcenter.org

Self-Determination.org

Self-determination.org is a website produced by the Beach Center on Disability and the Kansas University Center on Developmental Disabilities. The Self-Determination Inventory System, a measure of self-determination for students ages 13-22 with and without disabilities, is available from the website.

For more information, contact:

Website: self-determination.org

National Technical Assistance Center on Transition

The National Technical Assistance Center on Transition (NTACT) assists education and vocational rehabilitation providers to prepare students with disabilities for graduation and post-school success. Links include topics on:

- Transition Planning
- Graduation
- Post-school Success
- Data Analysis and Use
- Effective Practices and Predictors
- News and Events

For more information, contact:

National Technical Assistance Center on Transition
Phone: 704-687-8606
Email: ntactmail@uncc.edu
Website: www.transitionta.org
Self-Determination Resources

**National Gateway to Self-Determination**

The National Gateway to Self-Determination Web Portal contains resources, training, and information for promoting self-determination. Materials are intended for self-advocates, professionals, policy-makers, families, and the general public. The Administration on Intellectual and Developmental Disabilities (AIDD) funds the National Training Initiative, which produces these resources.

For more information, contact:

National Gateway to Self-Determination
215 W. Pershing, 5th Floor
Kansas City, MO 64108

Phone: 816-235-1755
Website: [www.ngsd.org](http://www.ngsd.org)

**Institute for Community Inclusion**

The Institute for Community Inclusion is located at the University of Massachusetts Boston, with additional offices at Children's Hospital, Boston. ICI supports the rights of children and adults with disabilities to participate in all aspects of the community.

Key interest areas for educators include:

- Employing people with disabilities in community settings
- Accessing general education and transition from school to adult life
- Expanding local recreation and school activities to include people with disabilities

Many publications are available online in text format and/or PDF versions. Follow the links to Education and Transition/Person-Centered Planning for a list of online publications.

- Promoting technology that aids participation in school/community/work activities
- Providing publications for help with transition planning

Many publications are available online in text format and/or PDF versions. Follow the links to Education and Transition/Person-Centered Planning for a list of online publications.

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The Self-Determined Learning Model of Instruction

References


