NTACT THE COLLABORATIVE | National Technical Assistance Center on Transition

Using the Self-Determined Learning Model of Instruction to Teach Goal Attainment and Academic Engagement

PRACTICE DESCRIPTION

(Research-Based Practice)

What is the evidence base?

This is a research-based practice for **students with disabilities** based on three methodologically sound singe-case studies and one group design study with random assignment across 327 students.

Where is the best place to find out how to do this practice?

- Self-Determined website: https://selfdetermination.ku.edu/homepage/intervention/

With whom was it implemented?

- Students with
  - Intellectual disabilities (*n* = 94)
  - Learning disabilities (*n* = 218)
  - Emotional and behavioral disorders (*n* = 12)
- Males (*n* = 184), females (*n* = 139)
- Ages ranged from 10 to 16 years old
- Ethnicity
  - White (*n* = 179)
  - Black (*n* = 65)
  - Hispanic (*n* = 68)
  - Other (*n* = 4)
  - Bosnian (*n* = 1)
  - Not identified (*n* = 6)

What is the practice?

The Self-*Determined Learning Model of Instruction* (*SDLMI*) is an instructional model that teaches students to engage in self-directed and self-regulated learning.

The instructional model is comprised of three phases:

1. Set a goal
2. Take action
3. Adjust goal or plan

Students are required to solve the problems through a series of four steps:

1. Identify the problem
2. Identify potential solutions to the problem
3. Identify barriers to solving the problem
4. Identify consequences of each solution

Each question is linked to a set of Teacher Objectives that describe the student outcomes for each question. Each phase includes a list of Educational Supports that teachers can implement to enable students to engage in self-directed learning.

Where has it been implemented?

- High school (2 studies)
- Middle school (1 study)
- Elementary school (1 study)

How does this practice relate to Common Core Standards?

- **CCSS.ELA-LITERACY.CCRA.L.3** – Knowledge of Language: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

How does this practice relate to the Common Career Technical Core?

- **Plan education and career path aligned to personal goals.** Career-ready individuals take personal ownership of their own educational and career goals, and they regularly act on a plan to attain these goals.
- **Act as a responsible and contributing citizen and employee.** Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others.
- **Apply appropriate academic and technical skills.** Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive

References used to establish this evidence base:

Agran, M., Wehmeyer, M. L., Cavin, M., & Palmer, S. (2008). Promoting student active classroom participation skills through instruction to promote self-regulated learning and self-determination. *Career Development for Exceptional Individuals*, *31*(2), 106–114. https://doi.org/10.1177/0885728808317656

Kelly, J. R., & Shogren, K. A. (2014). The impact of teaching self-determination skills on the on-task and off-task behaviors of students with emotional and behavioral disorders. *Journal of Emotional and Behavioral Disorders*, *22*(1), 27–40. https://doi.org/10.1177/1063426612470515

Mazzotti, V. L., Wood, C. L., Test, D. W., & Fowler, C. H. (2012). Effects of computer-assisted instruction on students' knowledge of the self-determined learning model of instruction and disruptive behavior. *The Journal of Special Education*, *45*(4), 216–226. https://doi.org/10.1177/0022466910362261

Shogren, K. A., Palmer, S. B., Wehmeyer, M. L., Williams-Diehm, K., & Little, T. D. (2012). Effect of intervention with the self-determined learning model of instruction on access and goal attainment. *Remedial and Special Education, 33*(5), 320–330.

https://doi.org/10.1177/0741932511410072

Additional References:

Raley, S. K., Shogren, K. A., & McDonald, A. (2018). Whole-class implementation of the self-determined learning model of instruction in inclusive high school mathematics classes: Self- determination with the whole-class. Inclusion, 6(3), 164–174. https://doi.org/10.1352/2326-6988-6.3.164

The contents of this Practice Description were developed under a grant (H326E200003) from the Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.

This product is public domain. Authorization to reproduce it in whole or in part is granted. While permission to reprint this publication is not necessary, the citation should be:

National Technical Assistance Center on Transition: the Collaborative. (2021). *Practice description: Using the Self-Determined Learning Model of Instruction to teach goal attainment and academic engagement.* University of North Carolina at Charlotte.