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

What is the evidence base?

A moderate level of evidence based on one high quality group study

With whom was it implemented?

- Students with
  - ADHD (1 study, n=2)
  - autism (1 study, n=1)
  - emotional and behavioral disabilities (1 study, n=2)
  - learning disabilities (1 study, n=14)
  - other health impairment (1 study, n=1)
- Ages ranged from 14 to 19
- Males (n=14), females (n=6)
- Ethnicity
  - White (n=15)
  - Not identified (n=5)

What is the practice?

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

The curriculum is comprised of three units:
  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.

**How has the practice been implemented?**

- The SDLMI has been used to teach students to attain goals.

**Where has it been implemented?**

- High school (1 study)

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

The best place to find out how to implement the SDLMI is through the following research to practice lesson plan starter:

- Not available at this time.

**How does this practice relate to Indicator 13?**

- Indicator 13 Checklist Item #6: Teaching students to achieve their goals may be an annual IEP goal that supports a student’s postsecondary goals

**How does this practice relate to Common Core Standards?**

- Presentation of Knowledge and Ideas (Anchor Standards for Speaking and Listening, Grades 9-12)
  - Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
- Comprehension and Collaboration (Anchor Standards for Speaking and Listening, Grades 9-12)
  - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

**How does this practice relate to the State’s Career Cluster Initiative: Essential Knowledge and Skills?**

- Employ critical thinking skills independently and in teams to solve problems and make decisions (Problem Solving and Critical Thinking)
Use structured problem-solving methods when developing proposals and solutions

- Employ teamwork skills to achieve collective goals and use team members' talents effectively (Leadership and Teamwork)
- Develop a personal career plan to meet career goals and objectives. (Employability and Career Development)

References used to establish this evidence base:


Additional References: