THE SELF-DETERMINED LEARNING MODEL OF INSTRUCTION

PHASE 1
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](//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 phase that drives the process.

Phase 1
Set A Goal

Phase 2
Take Action

Phase 1
Adjust Goal or Plan
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 1: Set a Goal
Student Problem to Solve: What is my goal?

This is when the process of developing a goal begins. This phase should include conversations between the teacher and student before student decides on his/her goal. The 4 questions in Phase 1 are:

- What do I want to learn?
- What do I know about it now?
- What must change for me to learn what I don’t know?
- What can I do to make this happen?

When first teaching the process to a student, it might be helpful if the student picks a goal that can be accomplished in a short period of time, so they can quickly experience the process through completion. Eventually, students can be working on different goals, some that may be short term and some that might be a year long goal.
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.

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.

- 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.

- 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.

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

Go to Phase 2
Alternate Phrasing for Student Questions in Phase 1: Set a Goal

Student question 1: What do I want to learn?

Alternate Phrasing
• What do I want to do? OR
• What do I want to know about? OR
• What goal do I want to work on?

Teacher supports student by
• enabling students to identify specific strengths and instructional needs
• enabling students to communicate preferences, interests, beliefs and values
• teaching students to prioritize needs
Alternate Phrasing for Student Questions in Phase 1: Set a Goal

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

Alternate Phrasing
• What’s happening now?

Teacher supports student by

• Enabling students to identify their current status in relation to the instructional need “How am I doing with that?”

• 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?

Alternate Phrasing
• Do I need to change? AND
• Should I try to change something else?

Teacher supports student by
• enabling students to decide if actions will be focused toward capacity building, modifying the environment (‘‘What’s getting in the way of my goal?’’)
Alternate Phrasing for Student Questions in Phase 1: Set a Goal

Student question 4: What can I do to make this happen?

Alternate Phrasing
• What can I do to make these changes?

Teacher supports student by
• Teaching students to state a goal and identify criteria for achieving goal
Picture and other supports

The beginning conversations with students about the SDLMI and the 4 student questions should always be in the communication mode of the student.

Picture supports, AAC devices, IPAD, object cues can all be used to phrase the questions in whatever mode the student will understand.
Picture supports using Writing with Symbols

#1. What do I want to learn?

#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?
Take action!

#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?
The Writing with Symbols format of the 3 phases can be found on the Sherlock Center website.
Question 1:
What do I want to learn?

#1. What do I want to learn?

- Learn to make a new food
- Learn to play a new game
Question 2: What do I know about it now?
Question 3: What must change for me to learn what I do not know?
Educational Supports for use with Phase 1

• Student self assessment of interest, abilities and instructional needs
• Awareness training (examples of assessments)
• Choice making instruction
• Problem solving instruction
• Decision making instruction
• Goal setting instruction
Examples of self assessments and Awareness Training

“Data, People, Things”

www.file:///home/chronos
Examples of self assessments and Awareness Training

“Everyone Has Gifts”

<table>
<thead>
<tr>
<th>Gifts</th>
<th>Gifts</th>
</tr>
</thead>
<tbody>
<tr>
<td>A great sense of humor</td>
<td>A peace maker</td>
</tr>
<tr>
<td>A generous heart</td>
<td>Stops by just to say ‘Hi!’</td>
</tr>
<tr>
<td>A friendly face</td>
<td>A colorful painter</td>
</tr>
<tr>
<td>A great smile</td>
<td>A sense of adventure</td>
</tr>
<tr>
<td>A contagious laugh</td>
<td>Accepts challenges</td>
</tr>
<tr>
<td>A sweet smile</td>
<td>A practical joker</td>
</tr>
<tr>
<td>Gives others a lift</td>
<td>A Never giver upper</td>
</tr>
<tr>
<td>Helps people connect</td>
<td>A love for dancing</td>
</tr>
<tr>
<td>A mood picker upper</td>
<td>Has the right stuff to heal an argument</td>
</tr>
</tbody>
</table>

*A number of gifts were selected from the lyrics of Peter Leidy’s song, Everybody Has a Gift. www.peterleidy.com*
Examples of self assessments and Awareness and Training

“Job Tips”

www.Do2Learn.com

<table>
<thead>
<tr>
<th>Questions</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I am comfortable working with a group.</td>
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<tr>
<td>2. I accept the ideas and suggestions of others (“That is a good idea. I might think of that tomorrow.”)</td>
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<td>3. I try to get along with people (I make friends easily).</td>
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<td>4. I let other people know when I am not happy, upset, or angry.</td>
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<tr>
<td>5. When a supervisor tells me to correct a mistake, I do it.</td>
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<td>6. I can handle it when someone tells me no.</td>
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<tr>
<td>7. I can explain things (instructions, directions, events) to other people in a way that they can understand.</td>
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<tr>
<td>8. I do not just go out and take other people’s belongings without their permission.</td>
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<td>9. I ask for help if I need it.</td>
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<tr>
<td>10. If I do not understand what someone is telling me, I ask them to explain it again.</td>
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<tr>
<td>11. I make others feel welcome (e.g., I smile, am friendly).</td>
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<td>12. I show others, when they are eating, that I know proper table manners.</td>
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<tr>
<td>13. I maintain good personal hygiene (e.g., shower and brush teeth every day, comb hair, wash hands).</td>
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<tr>
<td>14. I avoid showing negative behaviors (e.g., making noises, roaring, running hands in hair).</td>
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<tr>
<td>15. When it is break time, I do the same things that other classmates or co-workers do during their breaks (e.g., read, chat, sketch).</td>
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</tbody>
</table>

Total number of:
Examples of self assessments and Awareness Training

Transition Planning Inventory

Examples of self assessments and Awareness Training

Self Determination Checklist

www.imdetermined.org
Examples of self assessments and Awareness Training

Student Dream Sheet

www.nsttac.org/sites
Examples of self assessments and Awareness Training

Tuning into my Future

Student Handbook
Examples of self assessments and Awareness Training

Career Cluster Interest Survey

www.careertech.org/sites/default/files/student_interestsurvey-English.pdf
Examples of self assessments and Awareness Training

Personal Preference

www.ouhsc.edu/thecenter/products/
personal preference.asp
Examples of self assessments and Awareness Training
Examples of self assessments and Awareness Training

Informal Inventory of Independence and Self Advocacy Skills for Deaf And Hard of Hearing Students

<table>
<thead>
<tr>
<th>Task</th>
<th>Rating</th>
<th>Yes</th>
<th>No</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Takes initiative in initiating contact with teacher and/or peers.</td>
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<tr>
<td>Plans and executes situations requiring problem solving.</td>
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<tr>
<td>Takes responsibility for completing work independently.</td>
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<td>Takes responsibility for completing work on time.</td>
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<tr>
<td>Works on a daily schedule.</td>
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Examples of self assessments and Awareness Training

Career Decision

International Press Publications
Examples of self assessments and Awareness Training

Reading free Vocational inventory

[Image of a Vocational Interest Inventory booklet]

Examples of self assessments and Awareness Training

AIR- Self determination scale

AIR Self Determination Scale

The AIR Self Determination Scale was developed by the American Institute for Research (AIR), in collaboration with Teachers College, Columbia University, with funding from the U.S. Department of Education, Office of Special Education Programs (OSEP), under Cooperative Agreement H132A090005.
Examples of self assessments and Awareness Training

ARC self determination scale

www.ou.edu/content/dam/Education/documents/miscellaneous/the-arc-self-determination-scale.pdf
Examples of self assessments and Awareness Training

Me Scale

1. I know I am in special education.
   a. Yes
   b. I think
   c. Not sure
   d. No

2. I have a disability.
   a. Yes
   b. I think
   c. Not sure
   d. No

3. I have an IEP.
   a. Yes
   b. I think
   c. Not sure
   d. No

4. I have IEP goals.
   a. Yes
   b. I think
   c. Not sure
   d. No

5. I know my IEP goals.
   a. Yes
   b. I think
   c. Not sure
   d. No

6. I (or my parents) have a copy of my IEP.
   a. Yes
   b. I think
   c. Not sure
   d. No

7. I know what accommodations are.
   a. Yes
   b. I think
   c. Not sure
   d. No

8. I can tell my teachers about accommodations I used in class.
   a. Yes
   b. I think
   c. Not sure
   d. No

9. I feel good about my future.
   a. Yes
   b. I think
   c. Not sure
   d. No

10. People with disabilities go to college.
    a. Yes
    b. I think
    c. Not sure
    d. No

11. I can talk about my postschool goals and dreams.
    a. Yes
    b. I think
    c. Not sure
    d. No

12. I can explain to others how my disability impacts my school work.
    a. Yes
    b. I think
    c. Not sure
    d. No

13. I am comfortable telling others about my disability.
    a. Yes
    b. I think
    c. Not sure
    d. No
Examples of self assessments and Awareness Training

Personal Strengths

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
</tr>
</thead>
</table>

**PERSONAL STRENGTHS**

**Directions:** Place a check (✓) next to any sentence that describes you. When you’ve finished put a star (*) next to the three sentences that best describe you.

- I’m reliable.
- I’m friendly.
- I’m energetic.
- I’m easy to get along with.
- I try to follow instructions.
- I’m a good listener.
- I’m polite.
- I like to do things with others.
- I’m honest.
- I like to do things on my own.
- I’m hardworking.
- I like to help other people.
- I’m usually on time.
- I’m serious.
- I keep things neat and organized.
- I’m generous.
- I like to have a good time.
- I can keep a secret.
- I don’t brag too much.
- I’m a good friend.
- I stick with things until they get done.
- I’m a good student.
- I can work out my problems on my own.
- I’m musical.
- I ask others for help when I need it.
- I’m artistic.
- I can help others work out their problems.
- I’m creative.
- I’m good with mechanical things.
- I’m good with words.
- I have good common sense.
- I can "get to the heart of things."
- I’m good with my hands.
- I am good at one or two things.

Examples of self assessments and Awareness Training

Board maker or Writing with Symbols to create LIKES/DISLIKES list
Examples of self assessments and Awareness Training

Can use Board Maker or Writing with Symbols to create modified personal strengths
Examples of self assessments and Awareness Training

Things that are Difficult for Me

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Yes</th>
<th>No</th>
<th>Sometimes</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have a hard time paying attention in class.</td>
<td></td>
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<tr>
<td>I’m easily distracted by noises and movements.</td>
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<tr>
<td>It’s difficult for me to memorize information.</td>
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<tr>
<td>I forget what I’m supposed to do after instruction.</td>
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<tr>
<td>I have trouble figuring out new words.</td>
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<tr>
<td>I have difficulty understanding what I read.</td>
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<tr>
<td>Reading out loud is embarrassing for me.</td>
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<tr>
<td>I can spell words, but then forget them.</td>
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<tr>
<td>My handwriting is hard to read.</td>
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<tr>
<td>I have trouble writing sentences and paragraphs.</td>
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<tr>
<td>I forget how to do math calculation problems.</td>
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<tr>
<td>Math word problems are hard for me.</td>
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<tr>
<td>My memory for math facts is poor.</td>
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<tr>
<td>I forget materials I need for class.</td>
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<tr>
<td>I lose track of time and don’t finish tasks.</td>
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<tr>
<td>I misunderstand what people say to me.</td>
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<tr>
<td>I miss important information when I listen.</td>
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<tr>
<td>I have a hard time saying what I mean.</td>
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<tr>
<td>I am easily frustrated and lack confidence.</td>
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<tr>
<td>Making friends is hard for me.</td>
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Learning Style Inventory

To better understand how you prefer to learn and process information, place a check in the appropriate space after each statement below. Then use the scoring directions at the bottom of the page to evaluate your responses. Use what you learn from your scores to better develop learning strategies that are best suited to your particular learning style. This 24-item survey is not timed. Respond to each statement as honestly as you can.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Often</th>
<th>Sometimes</th>
<th>Seldom</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I can remember best about a subject by listening to a lecture that includes information, explanations and discussions.</td>
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<tr>
<td>2. I prefer to see information written on a chalkboard and supplemented by visual aids and assigned readings.</td>
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<tr>
<td>3. I like to write things down or to take notes for visual review.</td>
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<tr>
<td>4. I prefer to use posters, models, or actual practice and other activities in class.</td>
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<tr>
<td>5. I require explanations of diagrams, graphs, or visual directions.</td>
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<tr>
<td>6. I enjoy working with my hands or making things</td>
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<tr>
<td>7. I am skilful with and enjoy developing and making graphs and charts.</td>
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<tr>
<td>8. I can tell if sounds match when presented with pairs of sounds.</td>
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<tr>
<td>9. I can remember best by writing things down.</td>
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<tr>
<td>10. I can easily understand and follow directions on a map.</td>
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<tr>
<td>11. I do best in academic subjects by listening to lectures and tapes.</td>
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<tr>
<td>12. I play with coins or keys in my pocket.</td>
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<tr>
<td>13. I learn to spell better by repeating words out loud than by writing the words on paper.</td>
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<tr>
<td>14. I can understand a news article better by reading about it in a newspaper than by listening to a report about it on the radio.</td>
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</tr>
<tr>
<td>15. I chew gum, smoke or snack while studying.</td>
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<tr>
<td>16. I think the best way to remember something is to picture it in your head.</td>
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</tr>
</tbody>
</table>
Examples of self assessments and Awareness Training

Understanding My Disability

Please complete each section:

My disability is:

My disability affects my ability to learn in the following ways:

My disability affects my ability to live in the following ways:

My disability affects my ability to work in the following ways:

I learn best when:

Documentation of my disability supports the use of the following accommodations:
Examples of self assessments and Awareness Training

Think About What Will Help You Become More Self Determined
Examples of self assessments and Awareness Training

Rhode Island Transition Assessment Tool Matrix

RHODE ISLAND TRANSITION ASSESSMENT TOOL MATRIX:
Third Edition
Examples of self assessments and Awareness Training

Self Determined Life
Career Interest Inventory

www.shastacareerconnections.net
Examples of self assessments and Awareness Training

Career Interest Inventory- Picture version

- Social: The Helper
  - Clean a room
  - Work with children
  - Fix things
  - Work with people
  - Work on a team

- Enterprising: The Persuader
  - Talk with people
  - Sell things
  - Plan parties
  - Persuade people

- Conventional: The Organizer
  - Type
  - Sort
  - Catalog
  - Take notes
  - Keep records
  - Follow a plan

Which set of pictures do you enjoy the most?
- Analytic - The Doer
- Social - The Helper
- Investigative - The Thinker
- Enterprising - The Persuader
- Artistic - The Creator
- Conventional - The Organizer
Examples of self assessments and Awareness Training

Everybody Has Interests

<table>
<thead>
<tr>
<th>Interests</th>
<th>Interests</th>
</tr>
</thead>
<tbody>
<tr>
<td>Swimming</td>
<td>Animals</td>
</tr>
<tr>
<td>Cooking</td>
<td>Gambling</td>
</tr>
<tr>
<td>Going to religious services</td>
<td>Painting</td>
</tr>
<tr>
<td>The computer</td>
<td>Crafts</td>
</tr>
<tr>
<td>Working out, Going to the gym</td>
<td>Voting</td>
</tr>
<tr>
<td>Going for rides</td>
<td>Politics</td>
</tr>
<tr>
<td>Coffee</td>
<td>TV</td>
</tr>
<tr>
<td>Hanging out, With others</td>
<td>Sports</td>
</tr>
<tr>
<td>Hang out, By myself</td>
<td>Dancing</td>
</tr>
<tr>
<td></td>
<td>Cars</td>
</tr>
</tbody>
</table>
Assertiveness training

Training students to express their positive and negative feelings appropriately, initiating and terminating conversations when needed, and to say no if that is what they truly want to say.

Example: Ordering pizza in a restaurant

- Do you want pizza?
- Student nods yes
- Person heats up a cheese piece, student does not want it. Student needs to say no I wanted the one with pepperoni, not that one.

3 steps in assertiveness:
- Look others in the eye
- Speak calmly and firmly
- If they disagree, repeat what you want and explain reasoning why
Choice making instruction

Students are able to demonstrate a preference when more than one option is available.

Direct instruction related to choice making: teaching the person to choose from 2 or more alternatives based on individual preferences.

Focus on illustrating choices: Example: turning in assignments vs. keeping them in locker

Integrate choice making into daily activities - 5 keys

• incorporate student early into instruction process
• increase the number of decisions related to a given activity that a student makes
• increase the number of domains in which decisions are made
• raise the significance in terms of risks and long term consequences of the choices the student makes
• have clear communication with student concerning areas of possible choices and limits within which choices can be made
Choices can be as simple as indicating preferences

- Allow students to indicate preferences through a variety of methods including pointing, nodding or touching a symbol
- Should be a daily activity across all school settings
- Teach students to make informed choices. Give the students the necessary information to do so
- Talk to the student about the choices they have made

Why is it important?
- Enables students to demonstrate control over their environment
- Expressing preferences and making choices helps to decrease problem behaviors
- Increases engagement in appropriate tasks

Examples:
- Choosing a topic for a research paper
- Choosing what they want for lunch
- Choosing research materials for a project
- Choosing leisure activity
Decision Making Instruction

Decision making involves the ability to consider possible options available, assess the consequences of each option and select the one that provides the best outcome. It is the process of weighing the adequacy of various solutions.

The steps in a decision making model can include:

1. listing relevant action alternative *pick a movie they want to see*
2. identifying possible consequences of those actions *may be sold out, may start too late, may not have any friends that want to go to that movie*
3. asserting the probability of each consequence occurring
4. establishing the relative importance of each consequence *deciding if they want to go if no one else does, finding a different theater playing the movie at an earlier time*
5. integrating these values and probabilities to identify the most attractive course of action
Problem solving instruction

Problem solving is the ability to respond to challenging situations that may come up and to generate solutions. Involves the teaching of strategies to assist an individual student with functioning in the environment:

- Solution is not previously known and must be identified
- Problems: simple to complex
- Social problem solving involving interpersonal communication is one of the most difficult problems to solve

Problem solving instruction:

- Define the problem and determine the need for a solution
- Identify 1 or more solutions
- Implement solutions
- Evaluate the effectiveness of solution
Strategies for supporting problem solving

• Give students practice problem solving in class with student generated scenarios

• Teach students how to use problem solving skills when someone hurts their feelings

• When encountering a problem, encourage students to reflect on what they might have done in the past worked
More Examples
Some examples of goals

- learning about upcoming assignments in a class
- learn how to obtain the schedule for football season or find out the date of the next pep rally
- get information on a school club of interest
- find out who is in charge of student jobs on campus
- check out a book or video from the library
- learn how to access the Internet 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
• I want to learn to help others
• I want to learn to hit a golf ball 100 feet
• Be a better banker when playing monopoly, not use a calculator
• Jog for 7 minutes without stopping
• Learn how to check out a book from library to work on school project
• Want to learn how to bounce pass in bb
• I will follow a first, then, next and finally schedule to change a babies' diaper
• I will learn to make mac and cheese
• I will identify 10 birds that live near my house
• I will make choices and pick activities I want to do
• I will make good decisions when faced with challenging situations
• I want to sing the national anthem
• I want to learn the rules of the road to get my drivers license
• I want to write a rap song
• Sort laundry
• I want to teach a new friend a magic trick
Video example

- Example of supports given to an young man whose goal was “I want to walk to the gym by myself”

- https://www.youtube.com/watch?v=cGvpONeAsv4
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.
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.
PHASE 1  Set A Goal
Student Name  Richard B.

Student Questions
1. What do I want to learn or improve on?
   I want to create a Walking Club at my school
2. What do I know about it now?
   I belonged to one over the summer with Special Olympics and I had fun
3. What must change for me to learn more?
   I need to talk to Special Olympics to see how to organize a walking club.
4. What can I do to make this happen?
   I can ask my teacher, principal, parents and workers about how to get started.
   I can call Special Olympics to see if they can help me get started
What is my goal? **Educational Supports**
Student Assessment of Interests, 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? - **Teacher Objectives**
Enable student to identify specific strengths and instructional needs
Enable student to communicate preferences, interests, beliefs and values
  Teach student to prioritize needs

Student Question 2: What do I know about it now? - **Teacher Objectives**
Enable student to identify their current status in relation to the instructional need
Assist student 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**
Enable student to decide if action will be focused toward capacity building, modifying the
  environment or both
Support student to choose a need to address from the prioritized list
In Phase 1 of the SDLMI process, this student has expressed that she would like to do her senior project for graduation about her disability, Down Syndrome. She knows that she will need a lot of help.

**Her goal was to review the timelines for the project, and set a plan to accomplish the necessary requirements in order to meet the project deadlines.**

Using **Educational Supports** LeeAnn and her teacher reviewed the handout from the senior project coordinator. They considered the different options for completing the project and made choices for her preferred topics and presentation materials. They identified areas of concern to meet the timelines, and considered all the ways that she might work around obstacles. They created a list of next-steps for each stage of the project.

As each component of the senior project was assigned, they met to review LeeAnn’s original questions about how to get more info and stick to the project deadlines.

LeeAnn and her teacher reviewed the handout from the senior project coordinator.

She helped LeeAnn to understand the need for a larger plan that incorporated all the tasks involved with getting the project completed.

They focused on LeeAnn’s strengths in following up and her attention to details.

They prioritized the tasks involved according to due date.

They made a list of people to interview for more in-depth facts on Down Syndrome.
PHASE 1   Set A Goal
Student Name  Robbie C.

Student Questions
1. What do I want to learn or improve on?
   I want to work with the other students when they launder the team uniforms.

2. What do I know about it now?
   I help my mom do laundry at home. I put the wash into the dryer.

3. What must change for me to learn more?
   I don't know how to use the school’s washer/dryer.

   I need someone to show me how to do the laundry at school.

4. What can I do to make this happen?
   I can work with my teacher and other students to learn about doing the laundry and help the team.
Description of SDLMI Process PHASE 1 for Robbie C.

In Phase 1 of the SDLMI process, this student has expressed that he would like to learn how to do the laundry and help clean the Unified Basketball team uniforms.

Using Educational Supports Robbie and his teacher observed other students doing the team laundry. She spoke to him about the importance of doing a thorough job and not to become distracted and to focus on each step. His teacher asked him what he would need to stay on track. They considered other students for natural support for Robbie when he is distracted and decided on a plan. She created a task analysis for just the washing portion of the job. Robbie and his assistant worked with his picture symbols to identify the steps in doing the wash. He created a checklist to include all the steps in the job. He made a plan to shadow other students doing the laundry until he felt confident in his skills. He enlisted his assistant to support him.

Teacher Objectives used throughout the process enabled Robbie first to identify his interest in working with the other students to assist his team, and to learn more about his strengths and needs in learning the tasks. He recognized that his current ability to use picture symbols as a tool throughout the laundry job enabled him to remove a barrier to participating with the other students in a meaningful way. The creation of the task analysis and checklist for each step along with the natural support of the other students enabled him to identify and achieve his goal.
In Phase 1 of the SDLMI process, this student has expressed that he would like to get a job in a grocery store. His goal was to find out about the many different jobs at the grocery store, and to see how he can practice and improve on the necessary job skills during the school day.

On his initial Transition Assessment, the **10 Sigma Student Form**, he indicated a need for improvement in the areas of "Basic Money Skills", "Basic Math Skills" and "Participate in Employment Opportunities".

Together the teacher and student researched related job descriptions on O*Net and discussed the required entry-level job skills. They reviewed his IEP goals in Math and Reading and talked about his continued progress toward those levels.

Jason made an appointment with his casemanager to discuss an opportunity to job shadow at the grocery store. Using **Educational Supports** this student was able to evaluate his level of interest and instructional needs, and how they match up with the requirements of the jobs that interested him in the grocery store.

**Teacher Objectives** were met by reviewing assessment data and student IEP goals and accommodations with the student and assisting him to evaluate his progress. She enabled Jason to see his current status in relation to his goal of getting a job in a grocery store. Working on O*Net, Jason learned all the different positions and what they require at the entry level.