

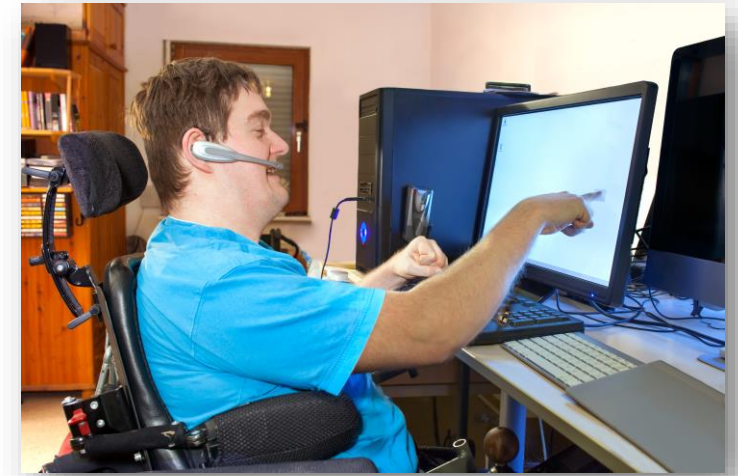
Self-Determination in Inclusive, Secondary Classrooms: Implementation Supports for General and Special Educators

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Being self-determined
means acting or
causing things to
happen as you set and
work toward goals in
your life.



Outcomes



Greater
academic and
transition
achievement

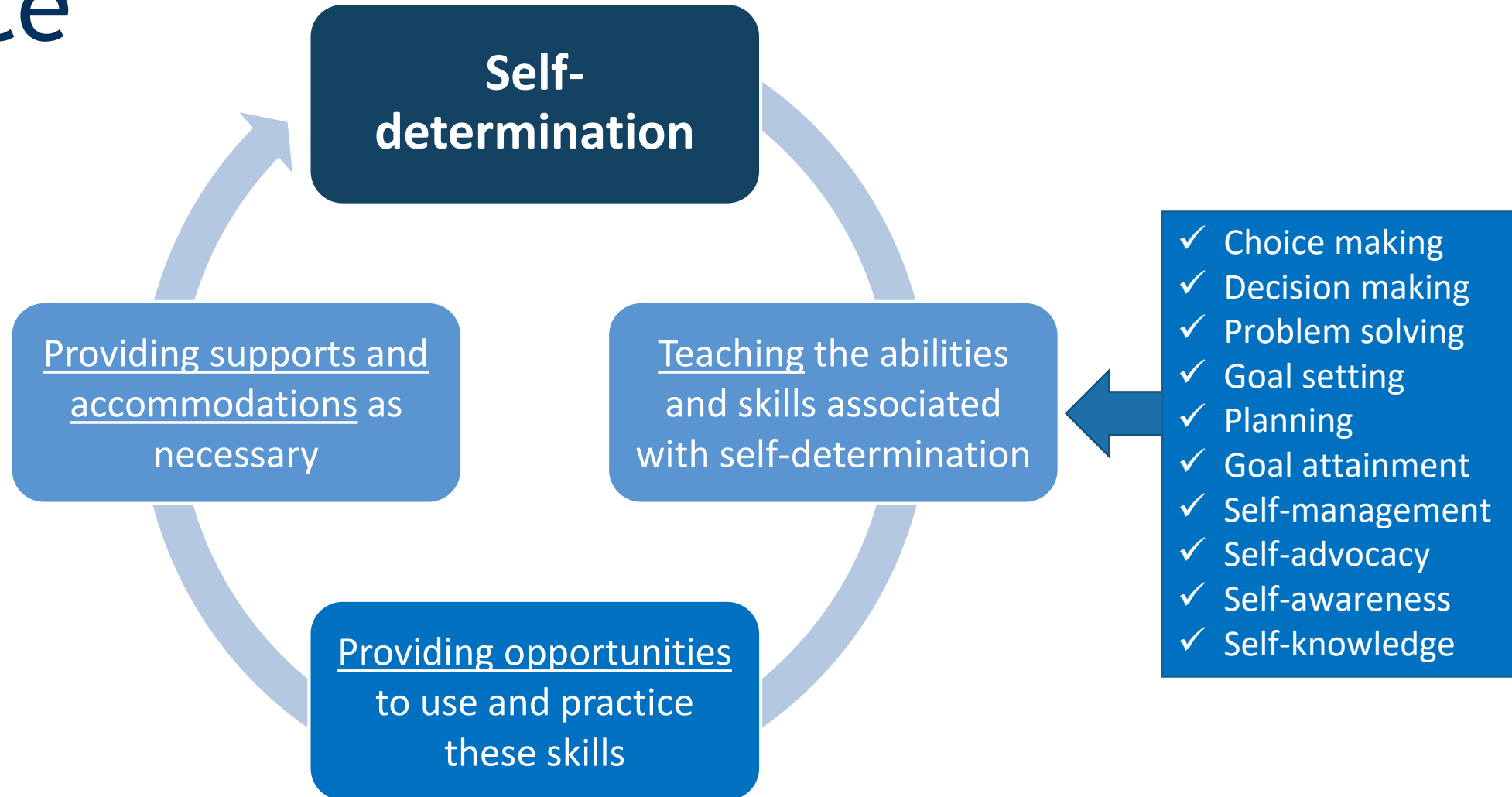
- Progress in general education curriculum
- Academic and transition goal attainment

Increased
postsecondary
outcomes

- Postsecondary education
- Competitive, integrated employment
- Community participation
- Quality of life

(Shogren et al., 2015; Shogren et al., 2018; Shogren, Hicks, et al., 2021)

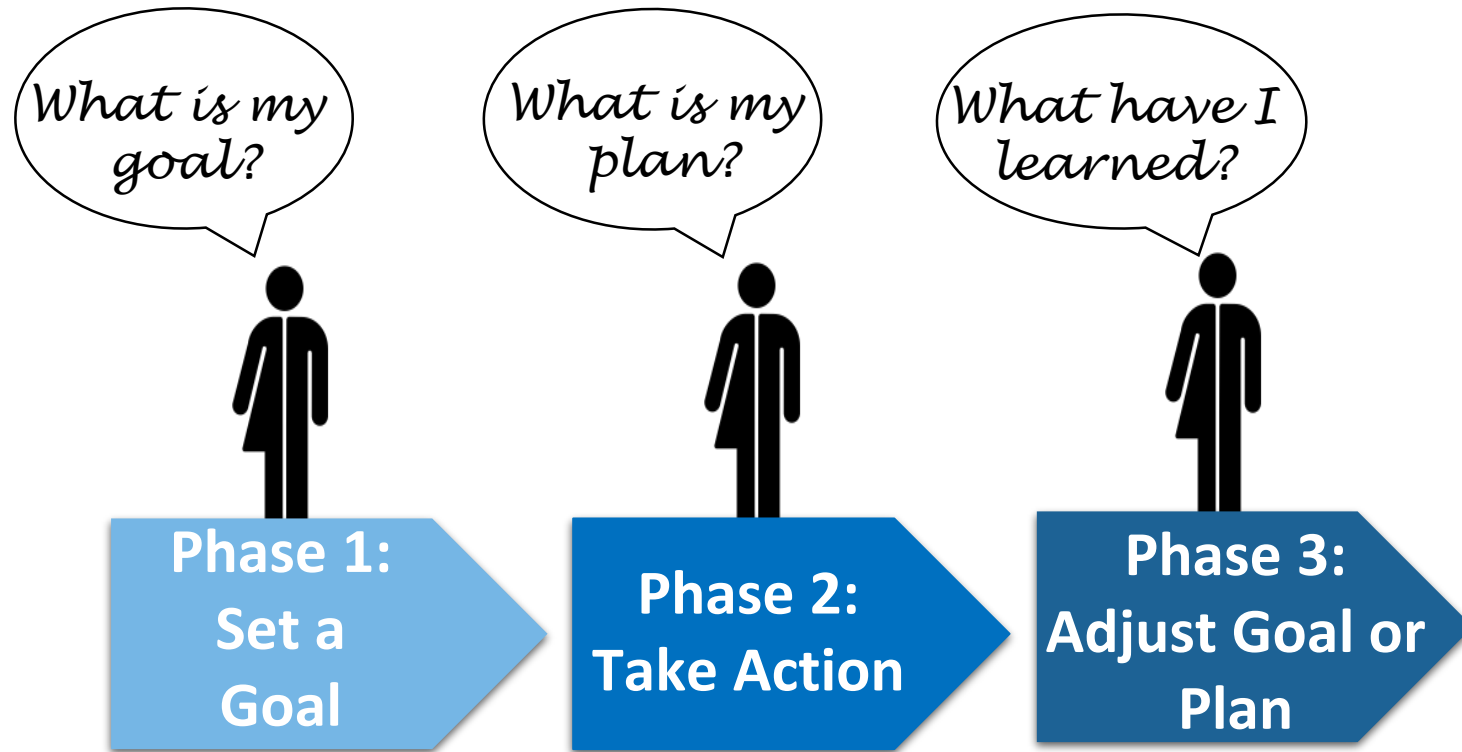
In Practice



What is the SDLMI?

The *Self-Determined Learning Model of Instruction* is a teaching model that **enables teachers to teach students to:**

- Make **choices** and **decisions** about setting a goal
- Develop action **plans** for academic and transition goals
- **Self-monitor** and **self-evaluate** progress toward goals
- **Adjust** the goal or plan



SDLMI Student Questions

Follow a sequence so that the student answers the overall question of each phase.

What is my goal?

Phase 1 Student Questions

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?

What is my plan?

Phase 2 Student Questions

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

6. What could keep me from taking action?

7. What can I do to remove these barriers?

8. When will I take action?

What have I learned?

Phase 3 Student Questions

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?

The Big Picture

Context

Multiple school districts across Maryland, Delaware, and Pennsylvania

General and special education teachers

9th, 10th, and 11th grade students with and without disabilities

Across 3 academic years (2018-19 – 2020-21)

Intervention

Evidence-based intervention, the ***Self-Determined Learning Model of Instruction*** (SDLMI), designed to promote student self-determination

Includes **two levels of support** (online support, online support + coaching) to examine the impact on implementation of the SDLMI

Outcomes

Student: Increased self-determination, academic achievement, and access to general education curriculum → post-school outcomes: postsecondary, employment, and community access

Teacher: Enhanced knowledge, skills, and fidelity in using the SDLMI

Online Modules

- Interactive online modules every two weeks
 - Content and strategies
 - Scenario and check for understanding
 - Resources (worksheets, videos)
- Sent via email so you can use the resources to support your implementation

The screenshot shows the SDLMI website interface. At the top right is the logo for **SDLMI** (Self-Determined Learning Model of Instruction). Below the logo are navigation links for Home, Modules (with a dropdown arrow), and Logout. A horizontal navigation bar contains five tabs: Introduction, Content and Strategies, Scenario and Check for Understanding, Wrap-Up, and an unlabeled tab. Below this, the main content area is titled **MODULE 1: PRELIMINARY CONVERSATIONS**. Underneath is a sub-header **Introducing the SDLMI to Your Students**. A bullet point states: "Start a discussion about goals: describe and provide examples of how all people work through several phases to achieve their goals." Below the text is a diagram illustrating a three-phase process. Each phase is represented by a person icon, a speech bubble, and a blue arrow pointing right. Phase 1: "Set a Goal" with a speech bubble asking "What is my goal?". Phase 2: "Take Action" with a speech bubble asking "What is my plan?". Phase 3: "Adjust Goal or Plan" with a speech bubble asking "What have I learned?". At the bottom of the screenshot, a text box provides detailed descriptions for each phase.

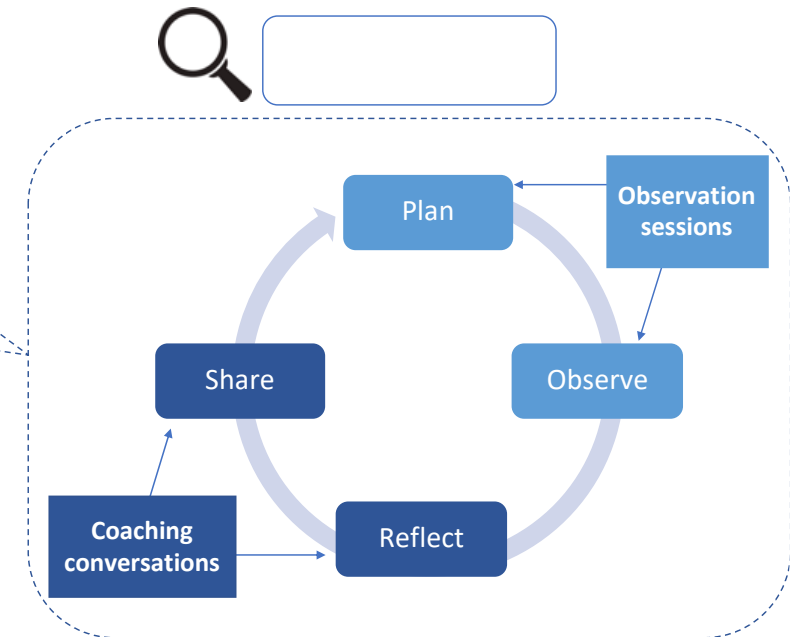
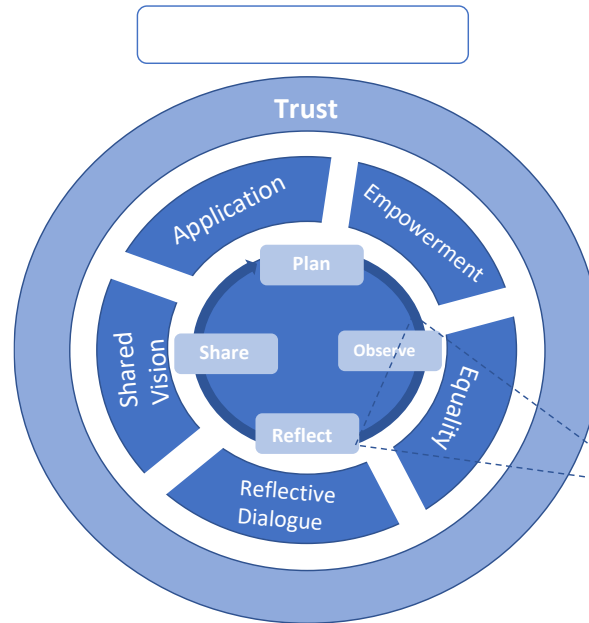
Phase 1: Setting a goal or choosing something you want to work on

Phase 2: Taking action or doing something to achieve your goal

Phase 3: Deciding if you have reached your goal, need to keep working on it, or should change your goal or plan

Coaching Supports

- Coach completes the SDLMI Fidelity Measure (adherence, quality of delivery, student responsiveness)
- Coach observes and debriefs with implementer for each SDLMI phase per semester and discusses:
 - Strengths, barriers
 - Supports needed
 - Goal setting
 - Resources (worksheets, videos)




Adult Survey

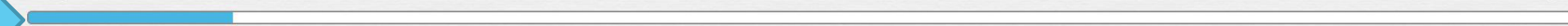
Amount of the survey you've completed:



Progress bar showing completion status

I have what it takes to reach my goals. 

Disagree



Light blue for Disagree responses

I think of more than one way to solve a problem. 

Disagree

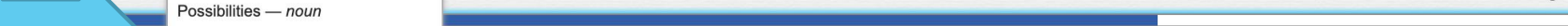


Checkmark for answered items

I consider many possibilities when I make plans for my future.  

Disagree

Possibilities — noun
a. Something that might happen



In-text definitions for challenging words

I know what I do best. 

Disagree



Dark blue for Agree responses

Play button for audio

do. 



Example: Academic Learning

Goal description →

5 different levels
of goal
attainment →

STUDENT Goal Attainment Scaling, Part 1: Setting Goal

* Required items

1. Date goal was set*

2. Description of Goal*

Do my homework for Algebra I at least 1 day ahead of time this semester so I can ask my teacher or a friend for help if I need it.

Goal Attainment Level	3. Description*
Describe the measure when the level of attainment is " <u>Much less</u> than expected."	Don't do my homework at all.
Describe the measure when the level of attainment is " <u>Somewhat less</u> than expected."	Do my homework the day it's due.
Describe the measure when the level of attainment is the " <u>Expected</u> level of outcome."	Do my homework at least 1 day ahead of time and ask a teacher or friend if I need help.
Describe the measure when the level of attainment is " <u>Somewhat more</u> than expected."	Do my homework at least 2 days ahead of time and ask a teacher or friend if I need help.
Describe the measure when the level of attainment is " <u>Much more</u> than expected."	Do my homework at least 3 days ahead of time and ask a teacher or friend if I need help.

Example: Postsecondary Education

Goal description →

5 different levels
of goal
attainment →

STUDENT Goal Attainment Scaling, Part 1: Setting Goal

* Required items

1. Date goal was set*

2. Description of Goal*

I will create a list of application requirements for 3 college/universities I want to attend.

Goal Attainment Level	3. Description*
Describe the measure when the level of attainment is "Much less than expected."	I didn't create a list of application requirements.
Describe the measure when the level of attainment is "Somewhat less than expected."	I created a list of application requirements for 1 college/university I want to attend.
Describe the measure when the level of attainment is the "Expected level of outcome."	I created a list of application requirements for 2 colleges/universities I want to attend.
Describe the measure when the level of attainment is "Somewhat more than expected."	I created a list of application requirements for 3 colleges/universities I want to attend.
Describe the measure when the level of attainment is "Much more than expected."	I created a list of application requirements for 4 colleges/universities I want to attend.

Year 1 Project Update



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General &
Special Education
Teachers



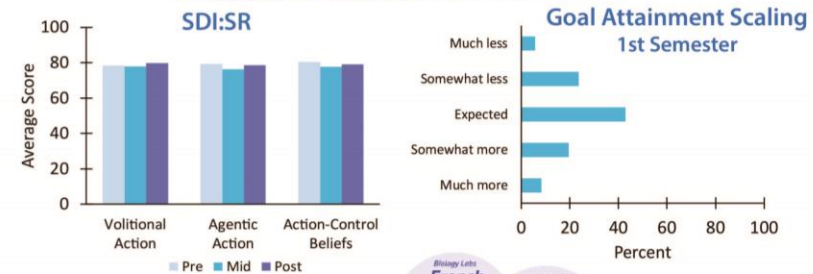
899 Students

16% have Individualized
Education Programs

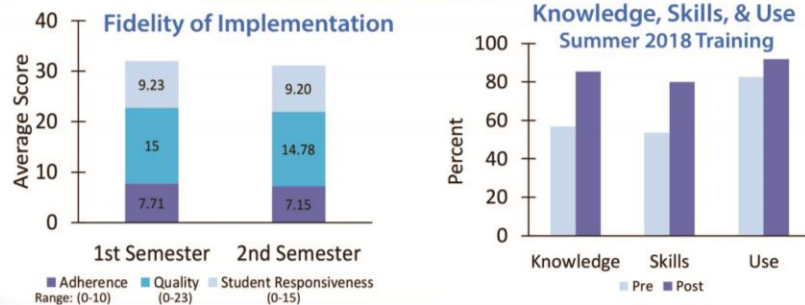
Implementation Supports

15 Online Modules Disseminated
26 Coaching Sessions

Student Results

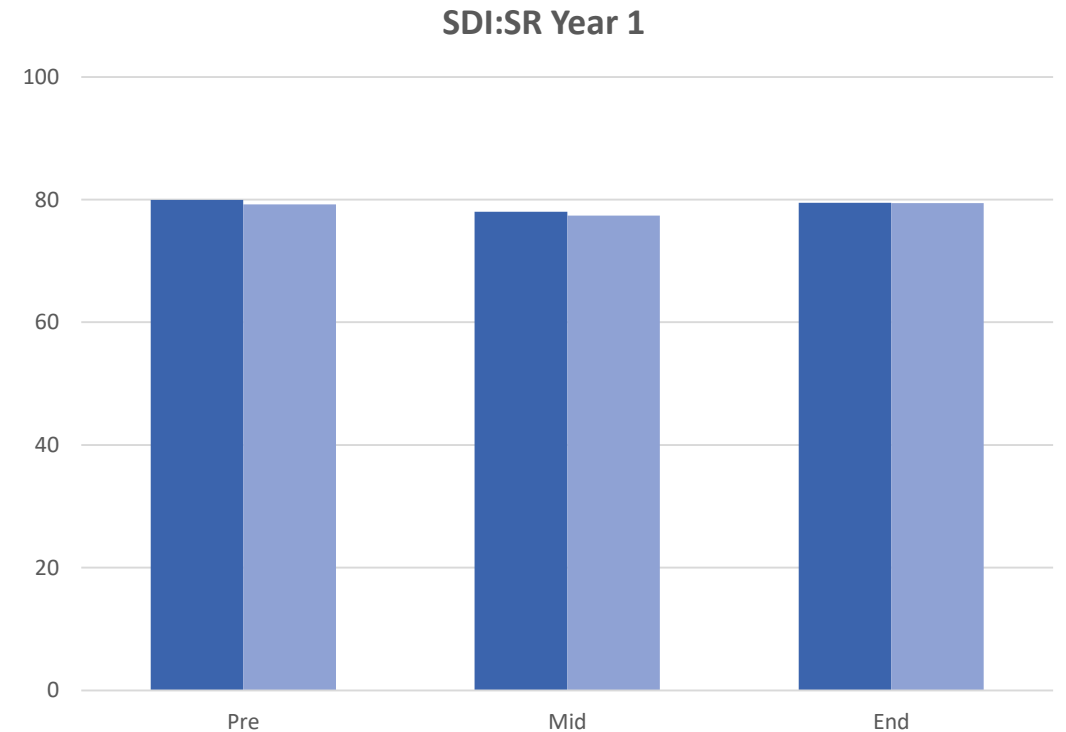


Teacher Results



Year 1 Project Key Findings: Self-Determination

While self-determination status at each timepoint predicted self-determination status at a later time point, there are trends in the data that do not suggest a completely linear growth pattern for both groups



(Raley et al., 2021)

Year 1 Project Future Directions: Self-Determination

- Explore changes in self-determination over **longer periods of time and in relation to other indicators of skill acquisition** (e.g., goal attainment, academic achievement) in the short and long-term
- Investigate **different responses to intervention or clustering in the data**, aside from disability, that could inform the need for intensification (Tiers 2 and 3 supports)

(Raley et al., 2021)

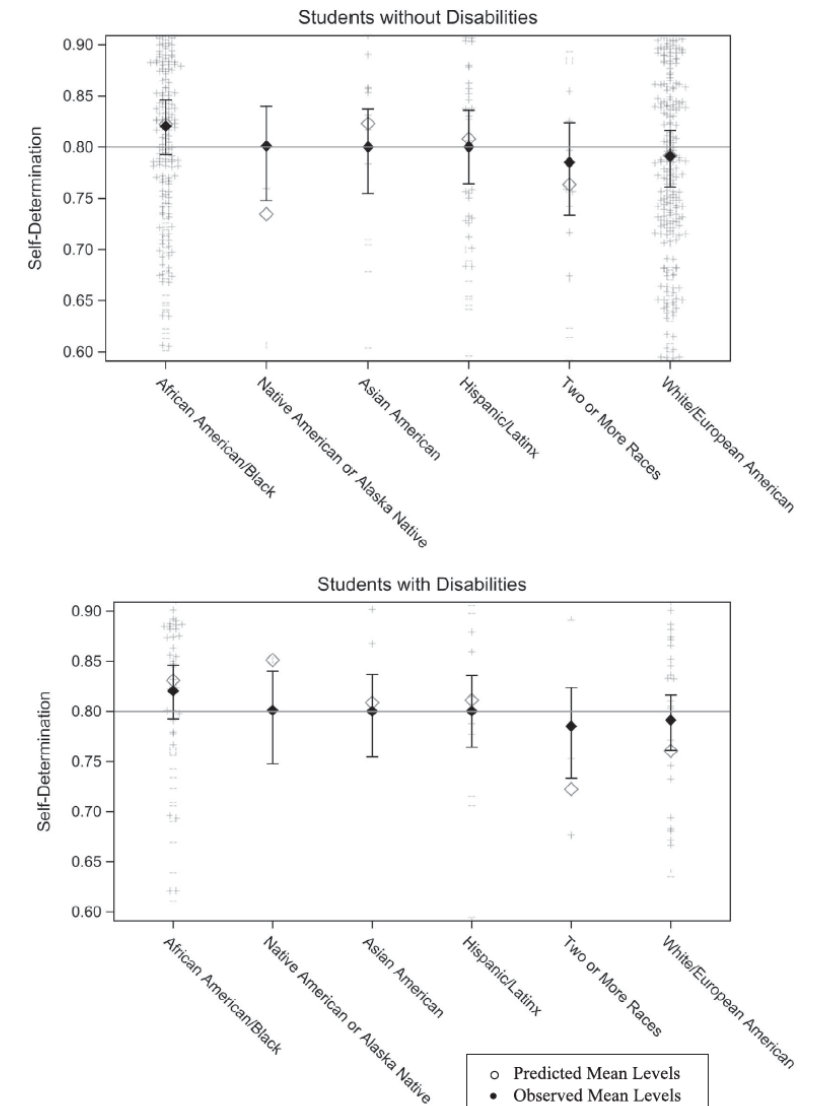
Year 1 Project Key Findings: Racially & Ethnically Marginalized Students

- Students with and without disabilities who identified as African American/Black and students without disabilities who identified as Hispanic/Latino had higher baseline levels of self-determination
- Students with and without disabilities reported similar levels of self-determination after two cycles of the SDLMI or one academic year
- However, racially and ethnically marginalized students had larger drops in self-determination levels in the middle of the academic year

(Shogren, Scott, et al., 2021)

Figure 1

A Caterpillar Plot of Model-Implied Group Effects at Baseline



Note. Only baseline results are shown based on Deviance Information Criterion (DIC) analysis. These model-implied group effects correct for imbalanced sample sizes. The plot also shows how group effects compare to one another with respect to direction.

Year 1 Project Future Directions: Racially & Ethnically Marginalized Students

- Continued research on the **impact of the SDLMI on outcomes** for racially and ethnically marginalized students, **specifically students with IDD**
- Develop an understanding of **teachers' knowledge and abilities of culture factors and culturally responsive practices** related to self-determination
- Investigate **the impact of coaching** to enhance teachers' abilities in **supporting racially and ethnically marginalized** students with and without disabilities

(Shogren , Scott, et al., 2021)

Year 1 Project Key Findings: Goal Attainment

- Majority of students with and without disabilities were able to set goals using the SDLMI
- Only a fair amount of agreement between student and teacher ratings
- Student ratings of goal attainment suggested a larger impact as teachers received more intensive supports for implementation

(Shogren, Hicks, et al., 2021)

Year 1 Project Future Directions: Goal Attainment

- **Replications** in the overall study and by other researchers will allow for more systematic consideration of implications of the raters for outcome measures in large-scale, Tier 1 implementation of evidence-based practices
- Understanding of **contextual factors** that impact outcomes will both allow for the identification of malleable factors (e.g., teacher training, more intensive instruction for students on rating goal attainment) that could be targeted in intervention

(Shogren, Hicks, et al., 2021)

Year 1 Challenges and Solutions

Materials

- A wider variety of materials were developed by KU or collected from implementers to address more variable approaches to implementation

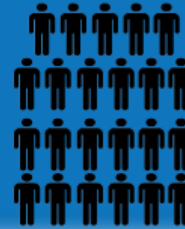
Leadership Capacity

- Streamlined communication and implementation
- Identified leads at the teacher and administrative level at each school
 - Lead responsibilities: materials, data collection, scheduling, troubleshooting
- New schools were asked to identify leads before beginning implementation

Year 2 Project Update



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General &
Special Education
Teachers

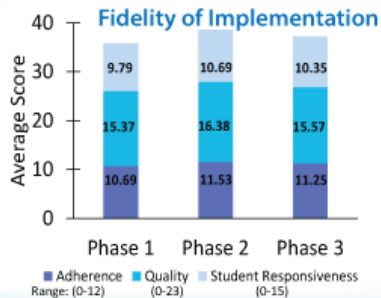


1,839 Students
16.5% with Individualized
Education Programs

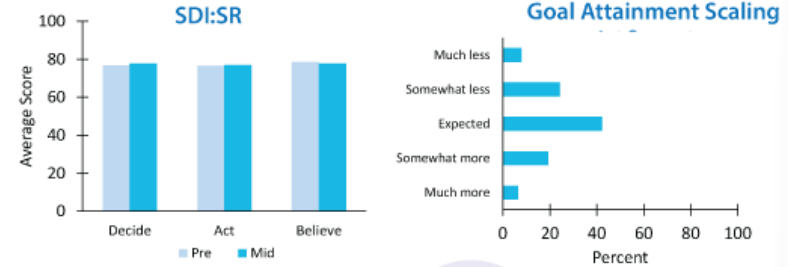
Implementation Supports

- 15 Online Modules Disseminated
- 42 Coaching Sessions

Teacher Results



Student Results



Year 2 Challenges and Solutions

Recruitment

- Two schools were unable to continue due to additional district/initiatives and priorities
- Two schools expressed interest but were unable to develop capacity and support logistics to implement after training
- Two schools joined the project

Year 2 Challenges and Solutions

COVID-19

- Schools switched to virtual learning in mid-March of 2020. One school had conducted all SDLMI mini-lessons at that point. None continued implementing virtually
 - Research team began developing online implementation and training supports for 2020-2021 school year
- Student and teacher data input after shutdown was minimal
 - When possible, project staff used Zoom to connect with teachers and administrators to work through any data items that were able to be completed

Year 3 Project Update



3 Schools

9
General &
Special Education
Teachers

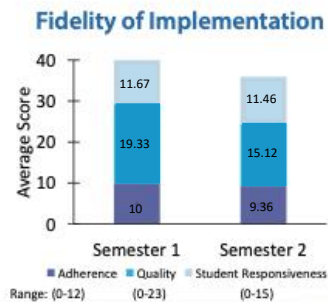


665 Students
10.8% with Individualized
Education Programs

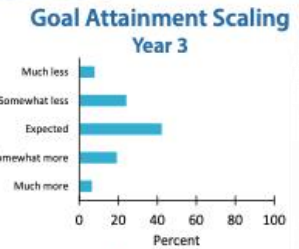
Implementation Supports

- ★ 15 Online Modules Disseminated
- ★ 13 Coaching Sessions

Teacher Results



Student Results



GAS Goals



Year 3 Challenges and Solutions

Recruitment and Retainment

- Schools remained on virtual or hybrid learning models as the year progressed
- 3 of the 8 total schools implemented in the 2020-2021 school year
- Two schools remained in the project for all three years

Year 3 Challenges and Solutions

COVID-19

- Training was conducted online, in smaller groups, using synchronous and asynchronous methods
 - Schools and teachers collaborated with project staff to identify the best approach
- Mini-lessons were implemented using Google Classroom or Schoology courses created by KU
- Coaching visits were conducted via Zoom
- Project support staff joined virtual classrooms to support student data collection and entry

Project Related Studies

- Raley, S. K., Shogren, K. A., Rifenburg, G. G., Lane, K. L., & Pace, J. R. (2021). The impact of the Self-Determined Learning Model of Instruction on student self-determination in inclusive, secondary classrooms. *Remedial and Special Education, 42*(6), 363-373.
- Shogren, K. A., Burke, K. M., Antosh, T., Wehmeyer, M. L., LaPlante, T., Shaw, L. A., & Raley, S. K. (2018). Impact of the Self-Determined Learning Model of Instruction on self-determination and goal attainment in adolescents with intellectual disability. *Journal of Disability Policy Studies, 30*(1), 22-34.
<https://10.1177/1044207318792178>
- Shogren, K. A., Hicks, T. A., Raley, S. K., Pace, J. R., Rifenburg, G. G., & Lane, K. L. (2021). Student and teacher perceptions of goal attainment during intervention with the Self-Determined Learning Model of Instruction. *The Journal of Special Education, 55*(2), 101-112.
- Shogren, K. A., Scott, L. A., Hicks, T. A., Raley, S. K., Hagiwara, M., Pace, J. R., ... & Kiblen, J. C. (2021). Exploring Self-Determination Outcomes of Racially and Ethnically Marginalized Students With Disabilities in Inclusive, General Education Classrooms. *Inclusion, 9*(3), 189-205.
- Shogren, K. A., Wehmeyer, M. L., Palmer, S. B., Rifenburg, G. G., & Little, T. D. (2015). Relationships between self-determination and postschool outcomes for youth with disabilities. *The Journal of Special Education, 48*, 256-267.

Thank you! For more information view our other CEC session:

Building Blocks for Systems Change: Connecting Implementation Science to Enable Sustainability

Any questions please email:

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