Self-Determined Learning Model of Instruction (SDLMI) Instructional Script

Overview of the SDLMI:

- An instructional model that teaches students to engage in self-regulated and self-directed learning (Wehmeyer et al., 2000)
- Specific strategy for teaching self-determination skills (e.g., goal-setting, decision-making, problem-solving)
- Self-determination skills taught include:
  - Goal-setting
  - Problem-solving
  - Decision-making
  - Self-regulation/self-management

Student Objective:

- To teach students to set and attain goals
- To teach students to develop an action plan to achieve goals
- To teach students to self-evaluate progress towards goals to identify goal attainment or goal revision needs

Materials:

- SDLMI script
- SDLMI worksheet
- Slides (optional)
- Data collection sheet (to assess student knowledge of SDLMI)
- Student self-monitoring sheets
- Lesson supplemental handouts

Alignment with the Common Core State Standards:

**ELA-Literacy.SL.9-10.1 (Speaking and Listening)**
- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

**ELA-Literacy.SL.9-10.4 (Speaking and Listening)**
- Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

**ELA-Literacy.SL.11-12.1b (Speaking and Listening)**
- Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

**ELA-Literacy.W.9-10.7 (Writing)**
- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when

Pre-Planning

Prior to beginning this lesson, the teacher and/or student planning team should have considered and discussed the following related to individual student needs:

- Defined and summarized critical skills needed to persist in middle and high school (e.g., time management, organization, academic content).
- Identified any discrepancies between the target individual’s current self-determination skill set and what is required to be successful in school (see self-determination outcomes across the continuum).
- Identified barriers to academic achievement (e.g., language deficits, social skills).
- Identified risks for communicating needs faced by students.
- Defined expanding self-determination skills for school success as a potential goal area for the individual.
- Prior to providing guided and independent practice opportunities following lesson:
  - Determine level of staff involvement or support necessary to provide guided and independent practice opportunities.
  - Identified some initial steps to increase the target student’s level of success within the setting (e.g., reinforcement strategies).

- The lesson plans follow a model-lead/model-lead-test format. T = teacher/instructor instructions and script; S = anticipated student response.

- To assess fidelity of implementation, instructor should check off each step of the lesson plan, as it is delivered to students.

Lesson 1: Materials required for this lesson include a whiteboard or overhead, examples of strengths and needs handout, lesson 1 PowerPoint, and student notebook

<table>
<thead>
<tr>
<th>Step</th>
<th>Lesson 1: Identify Strengths and Needs</th>
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<tbody>
<tr>
<td>1</td>
<td>T – “Are you ready to Learn how to Set Goals for School Success? Let’s Begin.”</td>
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</table>
| 2    | T – “Goal setting lessons have three parts: Part 1 – set a goal, part 2 – make a plan, part 3 – adjust your goal”
|      | T – “What are the 3 parts of the Goal Setting Lessons? Say the 3 parts with me” (model-lead)
|      | S – “The 3 parts of the Goal Setting Lessons are: Part 1 – Set a GOAL, Part 2 – Make a PLAN, Part 3 – Adjust your GOAL” |
| 3    | T – “For the next couple of days, we are going to focus on Goal Setting lesson part 1 – set a goal” |
| 4    | T – “The question I ask myself to set a goal is - What is my GOAL?” |

T – “Let’s Practice. Say it with me” (model-lead)
S – “The question I ask myself to set a goal is ‘What is my GOAL?’”

5 T – “What question do you need to ask yourself to set a goal?”. Write response choices on whiteboard/overhead/SmartBoard.

Provide students opportunity to choose a or b:
- a. “what is my goal?”
- b. “what is my name?”

Prompt/Feedback:
Based on student response if:
- a. is chosen – T – “great job a is the correct answer, the question I ask myself to set a goal is - what is my goal?”
- b. is chosen – T – “oops wrong answer, nice try, but try again”

6 T – “Let’s define goal:
A goal is something I want to achieve. When I set a goal, I set out to do something.”

T - “Let’s Practice. Say it with me” (model-lead)
S - “A GOAL is something I want to achieve. When I set a goal, I set out to do something.”
T – “now you say it” (test)
S - “A GOAL is something I want to achieve. When I set a goal, I set out to do something.”

7 T – “At school, I am expected to achieve behavior goals like:
- Following Teacher Directions
- Completing My Assignments
- Raising My Hand to Answer
- Staying in My Seat During Instruction
- Keeping My Hands to Myself
- Being Prepared & Focusing on My Work”

8 T – “Now it’s time to start setting your behavior goals by identifying your strengths and needs”

9 T – “What are strengths?
“Strengths are things I am good at”. Read each cartoon with students (refer to Student Strengths example handout).
- Cartoon 1: one of my strengths is keeping my hands to myself
- Cartoon 2: one of my strengths is listening to the teacher and raising my hand to answer
- Cartoon 3: Sara’s strength is completing assignments on time

10 T – “What are needs?”
“Needs are things I need to do better”. Read each cartoon with students (refer to Student Needs example handout).
- Cartoon 1: I need to follow teacher directions
- Cartoon 2: I need to stay in my seat during instruction
- Cartoon 3: I need to not play with objects or make sounds during class

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<tr>
<th>Step</th>
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<tbody>
<tr>
<td>11</td>
<td>T – “Now It’s Your Turn to Identify 2 of your Strengths at school and 2 of your Needs for improving your behavior. Remember: Strengths are things you are good at and needs are things you need to do better”</td>
</tr>
</tbody>
</table>
| 12   | T – “Strengths are things I am good at. Some of your strengths might be:  
- Following directions  
- Reading  
- Being a good friend  
- Doing your homework  
I want you to tell me what 2 of your strengths are. Go ahead and say 2 of your strengths”  

*Provide students an opportunity to identify 2 strengths. Students should write strengths down and share out strengths.* |
| 13   | T – “Needs are things you need to do better. Some of your needs might be:  
- To not talk out in class  
- To follow teacher directions  
- To not talk to others  
I want you to tell me 2 of your needs for improving your behavior. Go ahead and say 2 of your needs.”  

*Provide students an opportunity to identify 2 needs. Students should write needs down and share out needs.* |
| 14   | T – “To Work on My Needs, I can…Change my behavior. For example:  
If I am not doing my homework, then I need to do it”  

T - “To Work on My Needs, I can…Change my surroundings. For example:  
If I don’t understand my assignment, then I need to ask the teacher for help” |
| 15   | T – “You have done a great job today! You are getting to think about what you are good at and what you might need to improve. Being able to explain these things about yourself can help you make better decisions. Let’s review *(use model-lead)*:  
1. The 3 parts of the Goal Setting Lessons are: Set a GOAL, Make a PLAN, Adjust your GOAL  
2. The question I ask myself to set a goal is “What is my GOAL?” |
| 16   | T – “Great Job! That is all for Today!” |

**Lesson 2:** Materials required for this lesson include a whiteboard or overhead, changes handout, lesson 2 PowerPoint, and student notebook

**Step**

**Lesson 2: Expected Behavior**

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<tbody>
<tr>
<td><strong>1</strong></td>
<td>T – “Are you ready to figure out how to work on getting better at your needs?”</td>
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</table>
| **2** | T – “Welcome back to your Goal Setting Lessons. Let’s review: “Goal setting lessons have three parts: Part 1 – set a goal, part 2 – make a plan, part 3 – adjust your goal.”  
T – “What are the 3 parts of the Goal Setting Lessons? Say the 3 parts with me” (model-lead)  
S – “The 3 parts of the Goal Setting Lessons are: Part 1 – Set a GOAL, Part 2 – Make a PLAN, Part 3 – Adjust your GOAL” |
| **3** | T – “For the next couple of days, we are going to continue focusing on the Goal Setting Lessons Part 1 – set a goal” |
| **4** | T – “The question I ask myself to set a goal is - What is my GOAL?”  
T – “Let’s Practice. Say it with me” (model-lead)  
S – “The question I ask myself to set a goal is “What is my GOAL?” |
| **5** | T – “What question do you need to ask yourself to set a goal?”. Write response choices on whiteboard/overhead/SmartBoard.  
Provide students opportunity to choose a or b:  
a. “what is my goal?”  
b. “what is my name?”  
Prompt/Feedback:  
Based on student response if:  
a. is chosen – T – “great job a is the correct answer, the question I ask myself to set a goal is - what is my goal?”  
b. is chosen – T – “oops wrong answer, nice try, but try again” |
| **6** | T – “Let’s define goal:  
A goal is something I want to achieve. When I set a goal, I set out to do something.”  
T - “Let’s Practice. Say it with me” (model-lead)  
S - “A GOAL is something I want to achieve. When I set a goal, I set out to do something.”  
T – “now you say it” (test)  
S - “A GOAL is something I want to achieve. When I set a goal, I set out to do something.” |
| **7** | T – “Last time, you identified: 2 Strengths - things I am good at and 2 Needs - things I need to do better. Today, you will figure out how to get “better” at your needs.” |
| **8** | T – “When we talk about getting “better” at something, it could mean:  
I want to be the best or  
I want to do as well as my friends do or  
I want to do better than I did last time” |
| **9** | T – “When we talk about getting “better” at something, it could also mean:  
Completing all my assignments or  
Turning in my homework everyday or  
Not talking to others when I should be doing my work or  
Raising my hand to answer a question” |
| **10** | T – “Knowing exactly what to do about your needs helps you get better at your “needs” |

In order to get better at your “needs” you need to know what the classroom expectations are for behavior and compare them to your strengths and needs.”

T - Let’s compare your “strengths” to the class expectations. Remember: strengths are things you are good at. Your class expectations, which are the same as class rules are (*these should be based on the classroom context*):
1. Following teacher directions
2. Completing assignments
3. Staying in seat during instruction
4. Focusing on school work
5. Being prepared for class
6. Raising hand to answer
7. Respecting others

Now, let’s compare your strengths to the class expectations. Yesterday, you identified 2 strengths”

You said…” (*include the strengths the student identified in lesson 1; if lesson is being used for whole class instruction provide examples of strengths students identified and have students refer to the strengths they wrote down*).

T – “Let’s compare your “needs” to the class expectations

Remember: needs are things you need to do better

Your class expectations, which are the same as class rules are:
1. Following teacher directions
2. Completing assignments
3. Staying in seat during instruction
4. Focusing on school work
5. Being prepared for class
6. Raising hand to answer
7. Respecting others

Now, let’s compare your needs to the class expectations. Yesterday, you identified needs. You said …” (*include the needs the student identified in lesson 1; if lesson is being used for whole class instruction provide examples of needs students identified and have students refer to the needs they wrote down*).

T – “To improve your needs changes need to happen. For example - to change your behavior so that you complete your assignments, you need to change what you do by having materials ready and focusing on your work; Or if you don’t understand you assignment, you could raise your hand and ask the teacher for help”

T – “Remember: To Work on My Needs, I can…

Change my behavior, For example: If I am not doing my homework, then I need to do it or
To Work on My Needs, I can…
Change my surroundings, For example: If I don’t understand my assignment, then I need to ask the teacher for help”

T – “Listen. To improve my behavior, I ask myself 2 questions:
1. Do I need to change something that I do?
2. Do I need to have something change AROUND me? (*model-lead*)

Now, say it with me:

### Lesson 3: Setting a Behavior Goal

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<th>Step</th>
<th>Lesson 3: Setting a Behavior Goal</th>
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<tbody>
<tr>
<td>1</td>
<td>T – “Are you ready to set a behavior goal? Let’s Begin.”</td>
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</table>
| 2    | T – “Welcome back to your Goal Setting Lessons. Let’s review: “Goal setting lessons have three parts: Part 1 – set a goal, part 2 – make a plan, part 3 – adjust your goal.”  
T – “What are the 3 parts of the Goal Setting Lessons? Say the 3 parts with me” *(model-lead)*  
S – “The 3 parts of the Goal Setting Lessons are: Part 1 – Set a GOAL, Part 2 – Make a PLAN, Part 3 – Adjust your GOAL” |
| 3    | T – “For the next couple of days, we are going to continue focusing on the Goal Setting Lessons Part 1 – set a goal” |
| 4    | T – “The question I ask myself to set a goal is - What is my GOAL?”  
T – “Let’s Practice. Say it with me” *(model-lead)*  
S – “The question I ask myself to set a goal is “What is my GOAL?” |
| 5    | T – “What question do you need to ask yourself to set a goal?” Write response choices on whiteboard/overhead/SmartBoard.  
Provide students opportunity to choose a or b:  
a. “what is my goal?”  
b. “what is my name?”  
**Prompt/Feedback:**  
*Based on student response if:*  
a. is chosen – T – “great job a is the correct answer, the question I ask myself to set a goal is - what is my goal?”  
b. is chosen – T – “oops wrong answer, nice try, but try again” |
| 6    | T – “Let’s define goal:  
A goal is something I want to achieve. When I set a goal, I set out to do something.”  
T - “Let’s Practice. Say it with me” *(model-lead)*  
S - “A GOAL is something I want to achieve. When I set a goal, I set out to do something.”  
T – “now you say it” *(test)*  
S - “A GOAL is something I want to achieve. When I set a goal, I set out to do something.” |
| 7    | T – “Now it’s your turn: What is the definition of goal? Write response choices on whiteboard/overhead/SmartBoard.  
Provide students the opportunity to choose a or b:  
a. - Something I want to achieve  
b. - something I did yesterday |

Based on student response if:
a. is chosen – T - “great job a is the correct answer, a goal is something I want to achieve”
b. is chosen – T - “oops wrong answer, nice try, but try again”

8. T – “Over the last couple of days, you identified 2 Strengths, things I am good at
(list student strengths) – (have student identify the strengths they identified in lesson 1; if
lesson is being used for whole class instruction provide students opportunities to share
strengths and have students refer to the strengths they wrote down).

9. T – “You also identified 2 Needs, things I need to do better”
(list student needs) – (have student identify the needs they identified in lesson 1; if lesson is
being used for whole class instruction provide students opportunities to share needs and
have students refer to the needs they wrote down).

10. T – “You also found out that your behavior does not meet class expectations
based on your needs. (have students identify changes they will make to improve behavior.
Students should share out changes.)

11. T – “You also identified changes that need to happen, so you can meet class expectations.
The changes you identified included:
   1. I need to change my behavior by __________ and __________. (insert student
      responses from lesson 2)
   2. I need to change my surroundings by __________, so I can ________.” (insert student
      responses from lesson 2)
      (if delivering lesson to whole class, provide examples and have students write changes using
      the above format in notebook)

12. T – “Today, you are going to use your strengths, needs, and changes you need to make to set
     your behavior goal”

13. T – “Now, you are going to answer some questions to help you set your behavior goal.
     Question 1 is What do you want to do to improve your behavior?”
     (write question on whiteboard or overhead; provide examples to students as needed)

     “Now, I want you to write down the question and provide an answer to the question
     indicating what you want to do to improve your behavior.” (provide students opportunity to
     complete task. Have students share out)

14. T – “Question 2 is What do you know about your behavior now?”
     (write question on whiteboard or overhead; provide examples to students as needed)

     Now, I want you to write down the question and provide an answer to the question
     indicating what you know about your behavior now.” (provide students opportunity to
     complete task. Have students share out)

15. T – “Question 3 is What needs to change for you to improve your behavior?”
     (write question on whiteboard or overhead; provide examples to students as needed)

     Now, I want you to write down the question and provide an answer to the question
     indicating what needs to change for you to improve your behavior. (provide students
     opportunity to complete task. Have students share out)

16. T – “Question 4 is What can you do to make the changes happen?

Adapted from: Mazzotti, V. L., Test, D. W., & Wood, C. L. (2013). Effects of multimedia goal
setting instruction on students’ knowledge of the self-determined learning model of
(write question on whiteboard or overhead; provide examples to students as needed)

“Now, I want you to write down the question and provide an answer to the question indicating what you can do to make the changes happen.” (provide students opportunity to complete task. Have students share out)

17 T – “Remember: A Goal is Something You Want to Achieve. What goal do you want to set to improve your behavior? (share goal-setting cartoons handouts with students; provide additional examples to students as needed)

“Now, I want you to set you behavior goal. What goal do you want to set to improve your behavior? (provide students goal-setting graphic organizer; allow time to complete task; have students share out)

18 T – “Let’s Review. Listen: What are the 3 parts of the Goal Setting Lessons? Say the 3 parts with me” (model-lead)
S – “The 3 parts of the Goal Setting Lessons are: Part 1 – Set a GOAL, Part 2 – Make a PLAN, Part 3 – Adjust your GOAL”

19 T – “Let’s Review. Listen: What is the question you ask yourself to set a goal?”
S – “The question I ask myself to set a goal is What is my Goal?”
T – “What Goal did you set for yourself? Say your Goal.”
(have students share goal with a partner or share out goal with the class)

20 T – “You did great today!!! You should feel proud because you set your behavior goal! Next time, we are going to make a plan for you so you can meet your goal.”

**Lesson 4: Barriers and Solutions**

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<th>Lesson 4: Barriers and Solutions</th>
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<tbody>
<tr>
<td>1</td>
<td>T – “Are you ready to learn how to make a plan to reach your behavior goal? Let’s begin.”</td>
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</table>
| 2    | T – “Let’s Review. Listen: What are the 3 parts of the Goal Setting Lessons? Say the 3 parts with me” (model-lead)
S – “The 3 parts of the Goal Setting Lessons are: Part 1 – Set a GOAL, Part 2 – Make a PLAN, Part 3 – Adjust your GOAL”
T – “Great job!” |
| 3    | T – “Let’s Review. Listen: What is the question you ask yourself to set a goal?”
S – “The question I ask myself to set a goal is What is my Goal?” |
| 4    | T – “You just finished part 1 of your goal setting lessons. For the next couple of days, we are going to focus on Goal Setting Lessons part 2 – make a plan.” |
| 5    | T – “The question I ask myself to make a plan is - What is my PLAN?”
T – “Let’s Practice. Say it with me” (model-lead) |

The question I ask myself to make a plan is “What is my PLAN?”

Provide students opportunity to choose a or b:
- a. “what is my job?”
- b. “what is my plan?”

Prompt/Feedback:
Based on student response if:
- a is chosen – T – “great job a is the correct answer, the question I ask myself to make a plan is - what is my plan?”
- b. is chosen – T – “oops wrong answer, nice try, but try again”

A GOAL is something you want to achieve.

Let’s Define Barriers:
A barrier is something that gets in the way of reaching my goal.

Let’s Practice. Say it with me” (model-lead)
S – “A barrier is something that gets in the way of reaching my goal.”

Let’s look at an example of barriers that might get in the way of reaching your behavior goal.
(provide students with barriers handout and brainstorm other examples of barriers based on student goal; write barriers on whiteboard or overhead; have students write barriers in notebook)

Now, let’s talk about ways to remove BARRIERS.
(refer to barriers written on whiteboard and in student notebooks)
T – “What can you do about removing these barriers (provide students with barriers handout example of ways to remove barriers, brainstorm other ways to remove barriers with students; write ways to remove barriers on whiteboard or overhead; have students write ways to remove barriers in notebook)

Now It’s Your Turn to Practice. Let’s think about the goal you’ve been working on since last time we met.”
T – “Let’s review your goal.” (have students refer back to the goal they wrote)
T – “Now, I want you to think about Barriers that might keep you from reaching your goal and what you could do to move those barriers out of your way.”

| 13 | T – “I want you to answer two questions:
1. What is going to get in the way of my behavior goal? (write question on whiteboard or overhead; provide examples to students as needed)

   “Now, I want you to write down the question and provide an answer to the question indicating what will get in the way of you achieving your goal.” (provide students opportunity to complete task. Have students share out)

2. What am I going to do about it? (write question on whiteboard or overhead; provide examples to students as needed)

   “Now, I want you to write down the question and provide an answer to the question indicating you are going to do about it.” (provide students opportunity to complete task. Have students share out) |
|---|---|
| 14 | T – “Today, you told me about barriers that you will need to remove or get out of your way to meet your behavior goal. Before our next lesson, I want you to think about steps you can take to meet your goal.
T – “Now, let’s review your goal one more time. (provide students opportunity to review goal and share out as needed) |
| 15 | T – “Great Job! That is all for Today!” |
**Lesson 5: Identifying Supports to Achieve Goals**

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<th>Step</th>
<th>Description</th>
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<tbody>
<tr>
<td>1</td>
<td>T – “Are you ready to learn about tools to help you achieve your goal? Let’s Begin.”</td>
</tr>
</tbody>
</table>
| 2    | T – “Let’s Review. Listen: What are the 3 parts of the Goal Setting Lessons? Say the 3 parts with me” *(model-lead)*  
S – “The 3 parts of the Goal Setting Lessons are: Part 1 – Set a GOAL, Part 2 – Make a PLAN, Part 3 – Adjust your GOAL”  
T – “Great job!” |
| 3    | T – “Let’s Review. Listen: What is the question you ask yourself to set a goal?”  
S – “The question I ask myself to set a goal is What is my Goal?” |
| 4    | T – “You just finished part 1 of your goal setting lessons. For the next couple of days, we are going to focus on Goal Setting Lessons part 2 – make a plan.” |
| 5    | T – “The question I ask myself to make a plan is - What is my PLAN?”  
T – “Let’s Practice. Say it with me” *(model-lead)*  
S – “The question I ask myself to make a plan is “What is my PLAN?” |
| 6    | T – “What question do you need to ask yourself to make a plan?” *Write response choices on whiteboard/overhead/SmartBoard.*  
Provide students opportunity to choose a or b:  
a. “what is my job?”  
b. “what is my plan?”  
**Prompt/Feedback:**  
*Based on student response if:*  
am. is chosen – T – “great job a is the correct answer, the question I ask myself to make a plan is - what is my plan?”  
b. is chosen – T – “oops wrong answer, nice try, but try again” |
| 7    | T – “Today, we are going to: Make a plan, so you can achieve your goal  
T – “Let’s review your goal.” *(have students refer back to the goal they wrote)* |
| 8    | T – “Yesterday, you identified 2 barriers – things that get in the way of your goal. These are some of the barriers you identified yesterday. *(write examples of barriers students identified during lesson 4; have students review barriers they identified specific to their goals; have students share out barriers)* |
| 9    | T – “Yesterday, you also identified 2 ways to remove barriers, so you can achieve your goal. These are some of the ways to remove barriers you identified yesterday. *(write examples of ways to remove barriers students identified during lesson 4; have students review ways to remove barriers they identified specific to their goals; have students share out barriers)* |

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<tr>
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<th>T – “Today, we are going to identify STEPS you can take so you can achieve your goal.”</th>
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</table>
|     | T – “Some steps you might take to achieve your goal are…*(write examples of steps that relate to students goals on the board; provide students with action plan example and action planning template)*
T – “I want you to think about the steps you can take to achieve your goal and when you might start working on those steps. Now, using the action plan write the steps you take to achieve your goal.” *(Model where students will write steps on action plan; provide students time to write steps on action plan to achieve goal; students should share out steps to reaching goal)* |
|     | T – “Now, let’s create a timeline for your goal. A timeline let’s you know when you want to start working on your goal and when you might reach your goal. For example, you might decide to start working on your goal today, or maybe you have already been working on your goal. So you would say something like “I will start working on my goal today and I want to reach my goal in 2 weeks.” *(Model where students will indicate when they will start goal; Action plan template provided, so student can identify dates to start and dates to reach goal; student should write on the action plan the day they want to start or did start working on your goal)*
T- “Now, I want you to develop a timeline for achieving each step of your goal. *(Model where students will write the dates on the action plan; provide time for students to complete their timeline for achieving their goal; have students share out timeline).* |
|     | T – “Now that you have identified a timeline to achieve your goal, we are going to review some TOOLS to help you achieve your goal. Tool #1 is a cue card reminder.” *(Provide explanation of tool and cue card example handout for students to review)* |
|     | T – “Another TOOL you could use is a self-directed contract.” *(Provide explanation of tool and self-directed contract example handout for students to review)* |
|     | T – “Another TOOL you could use is a self-monitoring checklist.” *(Provide explanation of tool and self-directed contract example handout for students to review)* |
|     | T – “Now It’s Your Turn to Choose a Tool. I want you to choose at least one of these tools to use to help you improve your behavior to work toward your goal. Do you want to use a cue card reminder, a self-directed contract, or a self-monitoring checklist to help you improve your behavior to work toward your goal? Choose the tool you want to use.” *(provide students time to identify the tool they are going to use; have students share out which tool they chose and why they decided to choose that specific tool)* |
|     | T – “You have done a great job today!!! You are on your way to meeting your goal!!! You are going to be able to use these tools to reach your goal.”
T – “Now, let’s review your goal one more time. |

Lesson 6: Materials required for this lesson include a whiteboard or overhead, tools handout, lesson 6 PowerPoint, and student notebook

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<tr>
<th>Step</th>
<th>Lesson 6: Finalize Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>T – “Are you ready to finalize your plan to achieve your goal? Let’s begin.”</td>
</tr>
</tbody>
</table>
| 2    | T – “Let’s Review. Listen: What are the 3 parts of the Goal Setting Lessons? Say the 3 parts with me” (model-lead)  
S – “The 3 parts of the Goal Setting Lessons are: Part 1 – Set a GOAL, Part 2 – Make a PLAN, Part 3 – Adjust your GOAL”  
T – “Great job!” |
| 3    | T – “Let’s Review. Listen: What is the question you ask yourself to set a goal?”  
S – “The question I ask myself to set a goal is What is my Goal?” |
| 4    | T – “You just finished part 1 of your goal setting lessons. For the next couple of days, we are going to focus on Goal Setting Lessons part 2 – make a plan.” |
| 5    | T – “The question I ask myself to make a plan is - What is my PLAN?”  
T – “Let’s Practice. Say it with me” (model-lead)  
S – “The question I ask myself to make a plan is “What is my PLAN?” |
| 6    | T – “What question do you need to ask yourself to make a plan?”. Write response choices on whiteboard/overhead/SmartBoard.  
Provide students opportunity to choose a or b:  
a. “what is my job?”  
b. “what is my plan?”  
Prompt/Feedback:  
Based on student response if:  
a. is chosen – T – “great job a is the correct answer, the question I ask myself to make a plan is - what is my plan?”  
b. is chosen – T – “oops wrong answer, nice try, but try again” |
| 7    | T – “Today, we are going to finalize your plan, so you can achieve your goal  
T – “Now, let’s review your goal.  
(provide students opportunity to review goal and share out as needed) |
| 8    | T – “Over the last couple of days you have identified your goal (have a student share goal), barriers to reaching your goal (have a student share barriers), ways to overcome those barriers (have a student share ways to overcome barriers), your timeline for reaching your  
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| goal (**have a student share timeline**), and you have chosen the tool that is going to help you reach your goal (**have a student share chosen tool**). (**during this review, all students should be reviewing each**)
|   |   |
| 9 | T – “You are going to use all of those things to help you answer 4 questions and finalize your plan to overcome barriers and begin reaching your behavior goal (**provide students with list of the questions worksheet**)
T – “Question 1 is What can you do to improve your behavior? You might say something like:
Use my tool to remind me to have my materials ready at the beginning of class
Or
Use my tool to help me improve my behavior.” (**provide additional examples as needed**)
“Now, I want you to answer the question “what can you do to improve your behavior?” (**write question on whiteboard or overhead; provide examples to students as needed**)
“Now, I want you to write down the question and provide an answer to the question indicating what you can do to improve your behavior.” (**provide students opportunity to complete task; have students share out**)
|   |   |
| 10 | T – “Question 2 is What barriers could keep you from improving your behavior?
You might say something like:
Not having my materials ready
or
getting distracted by playing with things (**provide additional examples as needed**)
“Now, I want you to answer the question “What barriers could keep you from improving your behavior?” (**write question on whiteboard or overhead; provide examples to students as needed**)
“Now, I want you to write down the question and provide an answer to the question indicating what barriers could keep you from improving your behavior.” (**provide students opportunity to complete task; have students share out**)
|   |   |
| 11 | T – “Question 3 is What can you do to remove these barriers?
You might say something like:
Get my materials ready at the beginning of class
Or
not touch things that distract me and focus on the teacher (**provide additional examples as needed**)
“Now, I want you to answer the question “What can you do to remove these barriers?” (**write question on whiteboard or overhead; provide examples to students as needed**)
“Now, I want you to write down the question and provide an answer to the question

indicating what can you do to remove these barriers.” *(provide students opportunity to complete task; have students share out)*

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<tbody>
<tr>
<td>12</td>
<td>T – “Question 4 is When will you begin? Say when you will begin working on your plan (remind student about timeline)</td>
</tr>
<tr>
<td></td>
<td>“Now, I want you to answer the question “When will you begin?” <em>(write question on whiteboard or overhead; remind student about timeline that was created during lesson 5; provide examples to students as needed)</em></td>
</tr>
<tr>
<td></td>
<td>“Now, I want you to write down the question and provide an answer to the question indicating when will you begin.” <em>(provide students opportunity to complete task; have students share out)</em></td>
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</tbody>
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<tbody>
<tr>
<td>13</td>
<td>T – “You have done a great job today!!! You now have a plan to achieve your goal and I know you can meet the goal in about another few weeks. Next time, we will take a look at how to record your progress towards your goal and we will review your plan.”</td>
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<tbody>
<tr>
<td>14</td>
<td>T – “Great Job! That is all for Today!”</td>
</tr>
</tbody>
</table>

**Lesson 7:** Materials required for this lesson include a whiteboard or overhead, example student graph handout, graphing program for students or graphing program available at [http://www.fluentreader.org/calc.html](http://www.fluentreader.org/calc.html), lesson 7 PowerPoint, and student notebook.

<table>
<thead>
<tr>
<th>Step</th>
<th><strong>Lesson 7: Progress Monitoring</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>T – “Are you ready to track your progress toward your goal? Let’s get started.”</td>
</tr>
</tbody>
</table>
| 2 | T – “Let’s Review. Listen: What are the 3 parts of the Goal Setting Lessons? Say the 3 parts with me” *(model-lead)*  
S – “The 3 parts of the Goal Setting Lessons are: Part 1 – Set a GOAL, Part 2 – Make a PLAN, Part 3 – Adjust your GOAL”  
T – “Great job!” |
| 3 | T – “Let’s Review. Listen: What is the question you ask yourself to set a goal?”  
S – “The question I ask myself to set a goal is What is my Goal?” |
| 5 | T – “Let’s Review. Listen: What is the question you ask yourself to make a plan?”  
S – “The question I ask myself to make a plan is What is my Plan?” |
| 6 | T – “You just finished part 1 and part 2 of your goal setting lessons. For the next couple of days, we are going to focus on Goal Setting Lessons part 3 – adjust your goal.” |
| 7 | T – “The question I ask myself to adjust my goal is “What have I learned?”  
T – “Let’s Practice. Say it with me” *(model-lead)*  
S – “The question I ask myself to make a plan is “What have I learned?”” |
| 8 | T – “What question do you need to ask yourself to adjust your goal? *Write response choices on whiteboard/overhead/SmartBoard.*”  
Provide students opportunity to choose a or b:  
a. “What game do I play?”  
b. “What have I learned?”  
**Prompt/Feedback:**  
*Based on student response if:*  
a. is chosen – T – “oops wrong answer, nice try, but try again”  
b. is chosen – T – “great job a is the correct answer, the question I ask myself to adjust my goal is “what have I learned?”” |
| 9 | “For this last part, you’ll be thinking about how you’re doing toward meeting your goal and how well your plan is working.”  
T – “Now, let’s review your goal and your timeline.”  
*(provide students opportunity to review goal and timeline; share out as needed)* |
| 10 | “Today, you are going to learn how to graph your behavior as it improves, so you can reach your goal. This is an example of graph of a student’s academic reading goal. This graph helps Adapted from: Mazzotti, V. L., Test, D. W., & Wood, C. L. (2013). Effects of multimedia goal setting instruction on students’ knowledge of the self-determined learning model of instruction and disruptive behavior. *Journal of Positive Behavior Interventions*, 15, 90-102. doi: 10.1177/1098300712440452
Lesson 8: Materials required for this lesson include a whiteboard or overhead, student graphs, lesson 8 PowerPoint, and student notebook

<table>
<thead>
<tr>
<th>Step</th>
<th>Lesson 8: Adjusting the Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>T – “Are you ready to think about adjusting your goal? Let’s begin.”</td>
</tr>
</tbody>
</table>
| 2    | T – “Let’s Review. Listen: What are the 3 parts of the Goal Setting Lessons? Say the 3 parts with me” *(model-lead)*  
S – “The 3 parts of the Goal Setting Lessons are: Part 1 – Set a GOAL, Part 2 – Make a PLAN, Part 3 – Adjust your GOAL”  
T – “Great job!” |
| 3    | T – “Let’s Review. Listen: What is the question you ask yourself to set a goal?”  
S – “The question I ask myself to set a goal is What is my Goal?” |
| 5    | T – “Let’s Review. Listen: What is the question you ask yourself to make a plan?”  
S – “The question I ask myself to make a plan is What is my Plan?” |
| 6    | T – “You just finished part 1 and part 2 of your goal setting lessons. For today, we are going to finish up your goal-setting lessons and focus on Goal Setting Lessons part 3 – adjust your goal.” |
| 7    | T – “The question I ask myself to adjust my goal is “What have I learned?”  
T – “Let’s Practice. Say it with me” *(model-lead)*  
S – “The question I ask myself to make a plan is “What have I learned?” |
| 8    | T – “What question do you need to ask yourself to adjust your goal? Write response choices on whiteboard/overhead/SmartBoard.  
Provide students opportunity to choose a or b:  
a. “What game do I play?”  
b. “What have I learned?”  

**Prompt/Feedback:**  
*Based on student response if:*  
a. *is chosen – T* – “oops wrong answer, nice try, but try again”  
b. *is chosen – T* – “great job a is the correct answer, the question I ask myself to adjust my goal is “what have I learned?” |
| 9    | T – “Today, we are going to review what you’ve been working on for the past few weeks. You’re going to be able to make some decisions about what you need to do differently to reach the goal you set”  
T – “Now, let’s review your goal and your timeline.” *(provide students opportunity to review goal and timeline; share out as needed)* |
| 10   | “Let’s review. This is an example of graph of a student’s academic reading goal. This graph

helps me see how this student is doing with learning how to set and meet her behavior goal and how she is doing in class. (*show handout of example graph or use real graph of student data from class; describe the data on the graph, including asking students what they see in the data*)

11  T – “Now, using the graph you set up yesterday, let’s graph your behavior based on the progress you have been making since you set your goal and developed your plan. While you are doing this, I want you to think about whether or not your tool is helping you reach your goal.”

12  T – “During part 1 of your goal setting lessons – set a goal, you answered the question “what is my goal?” and some additional questions about what you needed to do to reach your goal. In part 2 of your goal setting lessons – make a plan, you answered the question what is my plan and answered some additional questions about how you would reach your goal. (*provide students opportunity to review their goal and plan*)

13  T – “For part 3 of your goal setting lessons – adjust my goal, you will answer the question “what have I learned?” and some questions about what you learned related to attaining your goal.

   T – “Question 1 is What have you done to improve your behavior? Your answer might be something like:
   I used my checklist to monitor my behavior, so I would be reminded to focus on my work and not play with objects in my desk
   Or
   I focused on my work by finishing my reading assignment
   Or
   I raised my hand and asked the teacher for a quiet place to work

   “Now, I want you to answer the question “what have you done to improve your behavior?” (*write question on whiteboard or overhead; provide examples to students as needed*)

   “Now, I want you to write down the question and provide an answer to the question indicating what you have done to improve your behavior.” (*provide students opportunity to complete task; have students share out*)

14  T – “Question 2 is which barriers have been moved out of the way? Your answer might be something like:
   I stopped talking to people around me and focused on my work
   Or
   I raised my hand and told the teacher that other students were messing me and my barriers were moved out of the way

   Now, I want you to answer the question “which barriers have been moved out of the way?” (*write question on whiteboard or overhead; provide examples to students as needed*)

   “Now, I want you to write down the question and provide an answer to the question indicating which barriers have been moved out of the way.” (*provide students opportunity to complete task; have students share out*)

| 15 | T – “Now, let’s compare your behavior before you started your goal setting lessons to your behavior now” *(have students review their graph and identify changes in their behavior since they started the goal-setting lessons; this activity/slide may change based on whether student has improved behavior to include how and why changes may need to be made to goal)*  
T – “As you can see, your behavior improved since you started your goal setting lessons *(this activity/slide may change based on whether student has improved behavior to include how and why changes may need to be made to goal; adjust accordingly to meet the needs of students in the class)*

| 16 | T – “Now, Let’s answer another question. Question 3 is What has changed about your behavior? Your answer might be something like:  
I am doing something about it by using a checklist to monitor my behavior.  
Or  
When I don’t understand my work,  
I ask the teacher for help instead talking to others around me”  
Now, I want you to answer the question “what has changed about your behavior?” *(write question on whiteboard or overhead; provide examples to students as needed)*  
“Now, I want you to write down the question and provide an answer to the question indicating what has changed about your behavior.” *(provide students opportunity to complete task; have students share out)*

| 17 | T – “Now, let’s answer one last question. Question 4 is Have you reached your behavior goal? You need to consider two things:  
Maybe you haven’t reached your goal yet, so you will need to work hard to reach your goal  
Or  
Maybe you have reached your goal and so, we can work on a goal in other areas.  
Now, I want you to answer the question “Have you reached your behavior goal?” *(write question on whiteboard or overhead; provide examples to students as needed)*  
“Now, I want you to write down the question and provide an answer to the question indicating whether you have reached your goal or not.” *(provide students opportunity to complete task; have students share out)*

| 18 | “You have done a great job today!!! Today was the last day of our Goal Setting Lessons, but you will still continue to work on your behavior goal. You will keep working on your behavior by using your tools and graphing your behavior each day over the next couple of weeks.” So, even though we won’t talk about your goal everyday, you should keep working toward your goal and track your progress.”

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<table>
<thead>
<tr>
<th>SDLMI Questions</th>
<th>Student Response</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Part 1: Set a Goal</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What is the problem we are going to solve in Part 1?</td>
<td>“What is my goal?”</td>
<td>Incorrect 0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Incorrect</td>
</tr>
<tr>
<td>What do you want to learn?</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>What do you know about it now?</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>What must change for you to learn what you don’t know?</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>What is your goal?</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Total Possible Points: 9</td>
<td></td>
<td></td>
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<tr>
<td><strong>Part 2: Make a Plan</strong></td>
<td></td>
<td></td>
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<tr>
<td>What question do you ask yourself to make a plan?</td>
<td>“What is my plan?”</td>
<td>Incorrect 0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Incorrect</td>
</tr>
<tr>
<td>What can you do to learn what you don’t know?</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>What barriers could stop you from taking action?</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>When will you take action?</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>What is your plan?</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Total Possible Points: 9</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Part 3: Adjust your Goal</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What question do you ask yourself to adjust your goal?</td>
<td>“What have I learned?”</td>
<td>Incorrect 0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Incorrect</td>
</tr>
<tr>
<td>What actions have you taken to reach your goal?</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>What barriers have been removed?</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>What has changed since you set your goal and made your plan?</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>What have you learned?</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Total Possible Points: 9</td>
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**Note.** Score sheet adapted from Mazzotti (2010). **Correct** = accurately recited question, using the terms “goal”, “plan”, or “learned” in reciting the question, asked question in first person; **Incorrect** = did not meet the criteria above; **0 (incorrect)** = answer not related to the identified goal area; barriers or supports identified are unrelated to goal area or plan; statements are unrelated to goal area or plan; **1 (partially correct)** = response is relevant to goal area, but incomplete; response is on topic, but limited in specificity regarding goal area, plan, or person responsible; **2 (totally correct)** = relevant, complete, accurate response; response is on topic and includes enough specifics to identify a goal, take steps toward goal, and progress made towards goal; student maintains consistency in response regarding goal; student uses person first language and refers to self as responsible person for goal.