

SELF-DETERMINED LEARNING THEORY

Construction, Verification, and Evaluation

Edited by

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Self Determined Learning Theory Construction Verification And Evaluation

**Deirdre K. Mithaug, Martin
Agran, James E. Martin, Michael L.
Wehmeyer**

Self Determined Learning Theory Construction Verification And Evaluation:

Self-determined Learning Theory Deirdre K. Mithaug, Martin Agran, James E. Martin, Michael L. Wehmeyer, 2002-12-18
This volume brings together four semi autonomous bodies of research choice self determination self regulation and self management to form a new theory of self engaged learning entitled Self Determined Learning Theory This theory explains why and how students self engage It identifies the factors that give students the sense of control over their learning that is needed for sustained adaptive and ultimately successful learning It begins by describing the characteristics of disengaged learners then describes and illustrates self determined learning theory within both normal and special populations It then examines the theory s predictive value across several special population contexts and then concludes with a critique of the theory s credibility and worth Divided into three sections theory construction theory verification and theory evaluation this volume is organized using the four steps of a previous book Learning to Theorize A Four Step Strategy Step 1 defines a problem of not understanding something as discrepancy between what is known and not known about a circumstance Step 2 searches for information and explanations to change the condition of not knowing into a condition of knowing Step 3 evaluates the credibility and worth of the explanation constructed in Step 2 Step 4 adjusts existing beliefs so they are consistent with the new theory Although aimed primarily at leaders in special education it should also appeal to researchers and scholars in psychology educational psychology and school psychology who are interested in the applications of self regulated learning theory in this case to special populations

Self-Determined Learning Theory Deirdre K. Mithaug, 2015-06-12 This volume brings together four semi autonomous bodies of research choice self determination self regulation and self management to form a new theory of self engaged learning entitled Self Determined Learning Theory This theory explains why and how students self engage It identifies the factors that give students the sense of control over their learning that is needed for sustained adaptive and ultimately successful learning It begins by describing the characteristics of disengaged learners then describes and illustrates self determined learning theory within both normal and special populations It then examines the theory s predictive value across several special population contexts and then concludes with a critique of the theory s credibility and worth Divided into three sections theory construction theory verification and theory evaluation this volume is organized using the four steps of a previous book Learning to Theorize A Four Step Strategy Step 1 defines a problem of not understanding something as discrepancy between what is known and not known about a circumstance Step 2 searches for information and explanations to change the condition of not knowing into a condition of knowing Step 3 evaluates the credibility and worth of the explanation constructed in Step 2 Step 4 adjusts existing beliefs so they are consistent with the new theory Although aimed primarily at leaders in special education it should also appeal to researchers and scholars in psychology educational psychology and school psychology who are interested in the applications of self regulated learning theory in this case to special populations

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International Review of Research in Mental

Retardation ,2006-04-11 Volume 31 of the *International Review of Research in Mental Retardation* is a thematic exploration of personality and motivation in persons with mental retardation Looking at a broad spectrum of intellectual disabilities *Mental Retardation Personality and Motivational Systems* explores motivation as a moderator for performance and individualized effort Coverage includes discussions of intrinsic and extrinsic motivation in both mentally retarded and non retarded children self determination interpersonal decision making in adolescents and adults with mental retardation interpersonal relationships and the connection between etiological specific differences and motivation to form behavioral phenotypes A final chapter presents a transactional perspective on human ability relying on constructs of intelligence cognitive processes and motivation with implications for developmental interventions in the lives of persons with mental retardation Explores personality and motivation in persons with mental retardation Discusses intrinsic and extrinsic motivation in both mentally retarded and non retarded children A useful reference for researchers and scholars in developmental and cognitive psychology as well as neuropsychology

The Oxford Handbook of Positive Psychology

and Disability Michael L. Wehmeyer, 2013-09-19 This handbook is the first comprehensive text on positive psychology and disability Emphasizing paradigmatic changes in understanding disability the text covers traditional disciplines in positive psychology and applications of positive psychology to domains like education or work

Self-instruction Pedagogy Dennis E. Mithaug, 2007 This book describes a method of teaching that fosters autonomous learning in all students including students

with disabilities The pedagogy is based on decades of research on strategy instruction as well as on a theory of learning that claims these four conditions promote self determined learning in all learners 1 opportunities to choose expectations for gaining something from a learning challenge 2 strategies that regulate responses to meet those expectations 3 comparisons between results and expectations that provoke additional adjustment in expectations and responses and 4 persistent engagement and adjustment until results match expectations The pedagogy of self instruction described in this book anchors these conditions in everyday instruction so students can learn by adjusting to their own expectations Chapter 1 compares this approach to the teacher directed methods of direct instruction that require teachers to set expectations for students control how students respond to them evaluate the outcomes they produce and then prescribe adjustments students must make to improve Chapter 2 provides evidence that too much of special education instruction reflects this teacher directed approach and as a consequence discourages students from learning how to learn on their own Chapters 3 6 identify four ways to shift learning control from teachers to students and Chapters 7 and 8 identify the obstacles to achieving this instructional shift in special education The appendices of the book provide a bibliography of research on self instruction and direct instruction pedagogies and a validated self assessment that can evaluate the directedness of your teaching

Exceptionality, Volume 11: Academic Strategy Instruction, Part II: Number 1 Edwin S. Ellis, Marcia L. Rock, 2003 This special issue Part II in a series devoted to the topic of strategic instruction explores the issue of traversing the research to practice abyss through the implementation of authentic and effective business development It reminds us that business as usual approaches to teacher in service programs are unlikely to produce meaningful changes in teachers classroom practices In addition this issue offers strategic instructional approaches to facilitate students learning and focuses on structuring instruction to promote self regulated learning Each article raises important questions about existing practices and offers innovative alternatives to improve outcomes for students and teachers

Teaching Students to Become Self-Determined Learners Michael Wehmeyer, Yong Zhao, 2020-04-28 Children are born learning machines who want to learn and can organize and manage their own learning Unfortunately today children have little choice over what they do in school and how and when they do it Children prepared in this other determined manner will be poorly equipped to navigate an adult world requiring that they act autonomously and self direct learning to acquire skills in rapidly changing environments In Teaching Students to Become Self Determined Learners Michael Wehmeyer and Yong Zhao explore the how and why of self determined learning which emphasizes autonomy and choice turning over ownership for learning to students by supporting them in engaging in activities that are of personal value to them thus enabling them to act volitionally You ll learn How to promote self determined learning in your classroom or school The importance of autonomy supports competence supports and relatedness supports Conditions that enable self determined learning Teaching strategies for self determined learning Assessment strategies in self determined learning The role of technology in self determined living The practical strategies case studies

advice and resources here will help you help your students to motivate themselves and become self determined learners

The SAGE Encyclopedia of Theory in Psychology Harold L. Miller, Jr.,2016-01-05 Drawing together a team of international scholars The SAGE Encyclopedia of Theory in Psychology examines the contemporary landscape of all the key theories and theorists presenting them in the context needed to understand their strengths and weaknesses Key features include Approximately 300 signed entries fill two volumes Entries are followed by Cross References and Further Readings A Reader s Guide in the front matter groups entries thematically A detailed Index and the Cross References provide for effective search and browse in the electronic version Back matter includes a Chronology of theory within the field of psychology a Master Bibliography and an annotated Resource Guide to classic books in this field journals associations and their websites The SAGE Encyclopedia of Theory in Psychology is an exceptional and scholarly source for researching the theory of psychology making it a must have reference for all academic libraries

Strengths-Based Approaches to Educating All Learners with Disabilities Michael L. Wehmeyer,2019-03-08 Michael Wehmeyer a leading scholar with over four decades of experience as a teacher teacher educator researcher and advocate provides a cogent but accessible account of the evolution of special education Offering a compelling vision of where the field should be headed in the next decade he notes how the digital revolution has made it possible for all learners to gain access to content and instruction This text focuses on the need to consider how young people with and without disabilities learn and the importance of creating personalizable education as strengths based approaches to disability move education away from diagnosis and remediation to schoolwide instruction for all students This book is not written as a criticism of traditional special education models but instead examines the big ideas for going beyond special education that can improve outcomes for learners with disabilities and prepare them for the 21st century world Book Features Provides a framework for reconceptualizing how students with disabilities are educated Content aligns with changing contexts and innovations in education including personalizable education and self determined learning Identifies current well established practices that can facilitate efforts to address 21st century learning needs for learners with disabilities Written in a conversational voice for a broad audience to stimulate consideration of future directions for special education

Inclusive Pedagogy in Contemporary Education ,2024-05-29 In the landscape of twenty first century education prioritizing equality diversity and inclusion EDI is not just important it is essential for ensuring human dignity Recognizing and embracing diversity while advocating for inclusivity are fundamental pillars of human rights and progressive education This book *Inclusive Pedagogy in Contemporary Education* explores diverse pedagogical approaches and global educational strategies that champion inclusion as a broader term within policy and practice This book navigates the convergence of pedagogical theory technological advancements and inclusive methodologies It serves as a guide for educators and practitioners committed to advancing inclusive education within academic contexts both now and in the future

Planning for the Success of Students with IEPs: A Systematic, Supports-Based

Approach (The Norton Series on Inclusive Education for Students with Disabilities) James R. Thompson, 2022-07-12

A great special educator is an expert problem solver. The difficulties that students with individual education plans (IEPs) encounter in general education classrooms are rarely impossible to overcome. What is required to help them succeed is figuring out the individualized supports they need, whether that involves accessing technology, receiving assistance from a peer or adult, or curricular and assignment adaptations. In this comprehensive handbook from The Norton Series on Inclusive Education for Students with Disabilities, James R. Thompson synthesizes the work of a team of experts to provide a roadmap for that problem-solving process. The Systematic Supports Planning Process is structured around three central questions that lead to identifying different types of support: What to teach, curricular adaptations, and how to teach instructional supports. How to promote participation, participation supports. Packed with easy-to-follow guidelines as well as implementation tools and examples, this book is a one-stop reference for planning, delivering, monitoring, and evaluating the supports that students with IEPs require.

The Positive Psychology of Personal Factors Dana S. Dunn, Michael L. Wehmeyer, 2022-01-17. Historically, interventions designed to impact the lives of disabled people were predicated upon deficits-based models of disability. This began to change with the introduction of World Health Organization (WHO) frameworks, particularly the International Classification of Functioning, ICF, that emphasized that disability could only be understood in the context of interactions among health, environmental factors, and personal factors, and by examining the impact of such factors on a person's activities and participation. The ICF identified personal factors as among the elements of a social-ecological model of disability but did not provide an extensive taxonomy of what constitutes such factors. The Positive Psychology of Personal Factors examines personal factors that come from the field of positive psychology and, as such, begins to identify and build strengths-based approaches to promoting the full participation, dignity, and well-being of disabled people.

Promoting Self-determination in Students with Developmental Disabilities Michael L. Wehmeyer, 2007-04-14. Affordable and complete, this book provides evidence-based strategies to promote self-determination and is the first volume to combine both theory and practice in this area. Because self-determination is a key issue for students with moderate and severe disabilities, this is an ideal resource for middle and secondary special educators, school psychologists, and other school practitioners.

THEORY IN SELF-DETERMINATION Michael L. Wehmeyer, Brian H. Abery, Dennis E. Mithaug, Roger J. Stancliffe, 2003-01-01. This text provides a comprehensive overview of three theoretical perspectives proposed during the past decade addressing the self-determination construct as it applies to the field of special education. The three models were selected primarily because they have focused on defining and categorizing self-determination for all students with disabilities, including students with mental retardation and other cognitive disabilities. These models are intended to provide students and practitioners a solid grounding in self-determination theory. All models have been evaluated among students with cognitive disabilities but are applicable to all students with or without disabilities. The authors research each model and have applied their own theoretical

framework to special education ensuring that interventions to promote skills like problem solving goal setting decision making and self advocacy are in place for all students By reading this text the reader will gain a solid theoretically based foundation in understanding the self determination construct which ultimately supports the development of instructional interventions that enable students with disabilities to become self determined It will be useful as a text in upper undergraduate and graduate courses in special education psychology social work welfare general education vocational rehabilitation and disability studies

Encyclopedia of Special Education, Volume 4 Cecil R. Reynolds, Kimberly J. Vannest, Elaine Fletcher-Janzen, 2018-03-02 The only comprehensive reference devoted to special education The highly acclaimed Encyclopedia of Special Education addresses issues of importance ranging from theory to practice and is a critical reference for researchers as well as those working in the special education field This completely updated and comprehensive A Z reference includes about 200 new entries with increased attention given to those topics that have grown in importance since the publication of the third edition such as technology service delivery policies international issues neuropsychology and RTI The latest editions of assessment instruments frequently administered in special education settings are discussed Only encyclopedia or comprehensive reference devoted to special education Edited and written by leading researchers and scholars in the field New edition includes over 200 more entries than previous edition with increased attention given to those topics that have grown in importance since the publication of the third edition such as technology service delivery policies international issues neuropsychology and Response to Intervention Positive Behavioral Interventions and Supports PBIS Autism and Applied Behavior Analysis Entries will be updated to cover the latest editions of the assessment instruments frequently administered in special education settings Includes an international list of authors and descriptions of special education in 35 countries Includes technology and legal updates to reflect a rapidly changing environment Comprehensive and thoroughly up to date this is the essential A Z compilation of authoritative information on the education of those with special needs

Assessment and Intervention Thomas E. Scruggs, Margo A. Mastropieri, 2011-03-31 Includes chapters on curriculum based measurement and response to intervention dynamic assessment and working memory diagnostic accuracy and functional diagnosis assessment of social behavior assessment and intervention in reading and writing and assessment and intervention in social and emotional competence and self determination

International Encyclopedia of Education, 2009-04-17 The field of education has experienced extraordinary technological societal and institutional change in recent years making it one of the most fascinating yet complex fields of study in social science Unequaled in its combination of authoritative scholarship and comprehensive coverage International Encyclopedia of Education Third Edition succeeds two highly successful previous editions 1985 1994 in aiming to encapsulate research in this vibrant field for the twenty first century reader Under development for five years this work encompasses over 1 000 articles across 24 individual areas of coverage and is expected to become the dominant resource in the field Education is a multidisciplinary and international field

drawing on a wide range of social sciences and humanities disciplines and this new edition comprehensively matches this diversity The diverse background and multidisciplinary subject coverage of the Editorial Board ensure a balanced and objective academic framework with 1 500 contributors representing over 100 countries capturing a complete portrait of this evolving field A totally new work revamped with a wholly new editorial board structure and brand new list of meta sections and articles Developed by an international panel of editors and authors drawn from senior academia Web enhanced with supplementary multimedia audio and video files hotlinked to relevant references and sources for further study Incorporates ca 1 350 articles with timely coverage of such topics as technology and learning demography and social change globalization and adult learning to name a few Offers two content delivery options print and online the latter of which provides anytime anywhere access for multiple users and superior search functionality via ScienceDirect as well as multimedia content including audio and video files

Development of Self-Determination Through the Life-Course Michael L. Wehmeyer, Karrie A. Shogren, Todd D. Little, Shane J. Lopez, 2017-02-16 This volume examines the developmental aspects of the general psychological construct of self determination The term refers to self vs other caused action to people acting volitionally as based on their own will Research conducted in the fields of psychology and education shows the importance of self determination to adolescent development and positive adult outcomes The first part of this volume presents an overview of theories and historical antecedents of the construct It looks at the role of self determination in major theories of human agentic behavior and of adolescent development and individuation The second part of the volume examines the developmental origins and the trajectory of self determination in childhood adolescence and adulthood and looks as aging aspects The next part presents studies on the evolutionary aspects individual differences and healthy psychological development The last part of the book covers the development of causal and agentic capability

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