

Self-Determination Overview, Self-Awareness, and Self-Efficacy

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Welcome & Introductions

Your Name



Town You Live In



Ground Rules



Cameras on when possible



Use chat or raise hand to talk (Zoom or actual hand)



Listen to better understand



Ask questions

Quick Activity



RED

BLUE

GREEN

PURPLE

YELLOW

ORANGE

PINK

NOT LISTED

- Pick your favorite color from the list
- Put it in chat
- If it is not listed, put the name of your favorite color in chat

Answer the question in chat, based on your favorite color



- **RED** – Your favorite animal?
- **BLUE** – Your favorite movie, tv show, stream?
- **GREEN** – Your favorite musical group or song?
- **PURPLE** – Something you like to collect or do?
- **YELLOW** – What country you would visit? Or been to?
- **ORANGE** – Where was your best vacation ever?
- **PINK** – Would you rather fly, take a train, or take a car?
- **NOT LISTED** – What is your dream job for the future?

Self-Determination Elements

1. Self-awareness and self-efficacy

2. Self-advocacy and self-regulation

3. Making choices and decisions, and solving problems

4. Setting and reaching goals

4. How I see myself and future (locus of control)



What We Will Do Today

- Talk about self-determination, self-awareness and self-confidence (also called self-efficacy)
- Answer questions in chat
- Watch one or more videos
- Get practice activities to do before next time

Self-determination means...

- A. Having my teachers tell me what to do.
- B. Making decisions and never needing help.
- C. Getting help with a decision, then making my own decision

(Put A, B, or C for your answer in the chat)



Self-Determination

Knowing what I need to
be in control of **ME** and
the decisions **I** make!



Self-Determination

Knowing what I want in the future and how to plan for it to happen



Self-Determination

Knowing what I need
for support to take
control of my life



Self-Determination

Where?

- Home
- School
- Work
- Healthcare
- Community
- Relationships





**We use self-determination
EVERYWHERE!**

Self-Awareness and Thoughts



Self-Awareness

Knowing about me and **thinking** about...

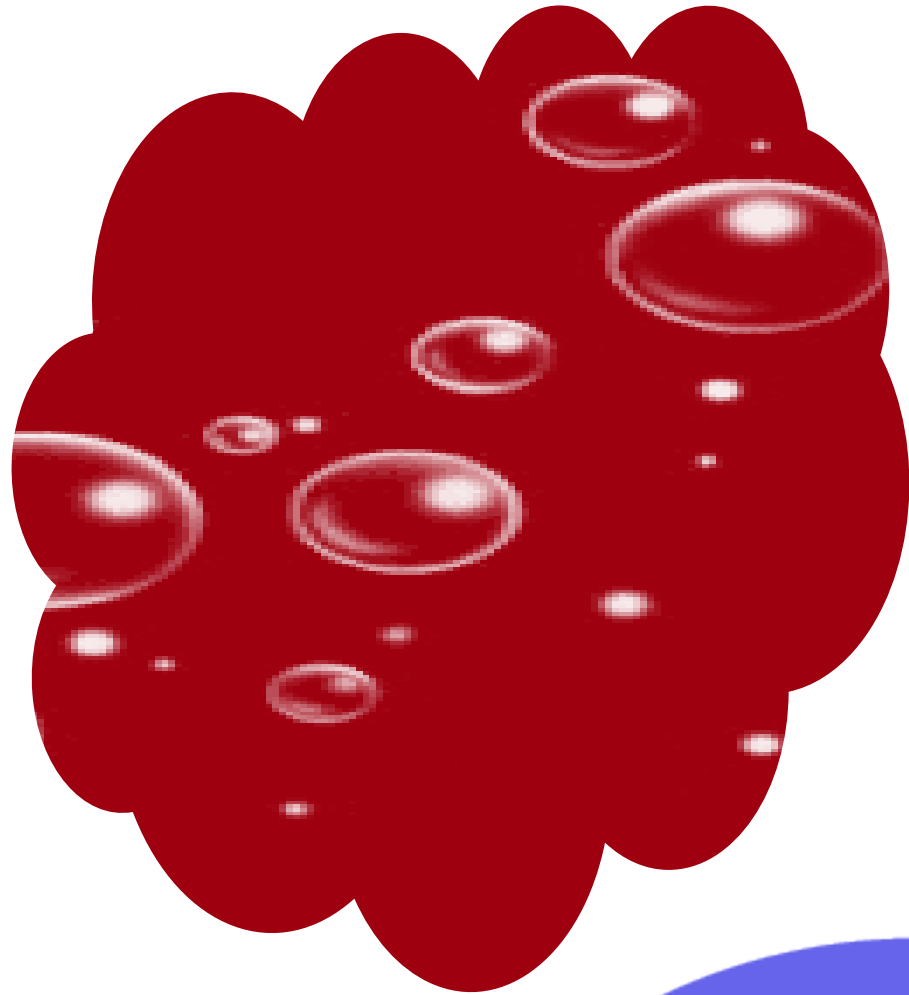
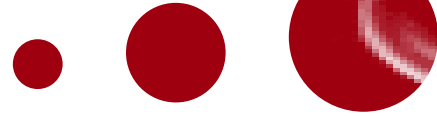
- What **I** am feeling
- What interests **me**
- What **my** strengths are
- What **my** disability is
- What supports **I** need
- How **I** learn best
- How **my** disability might make some things harder
- How **my** actions can affect others



Self-Awareness

Our **thoughts** help
us be more **self-**
aware of so much...

Thoughts are like
bubbles that pop in and
out of our heads with
ideas, memories,
feelings, and actions



Self-Awareness



Here are some thoughts popping in and out of his head...

Are thoughts mostly about...

- A. The past
- B. The present
- C. The future
- D. The past, present, and future

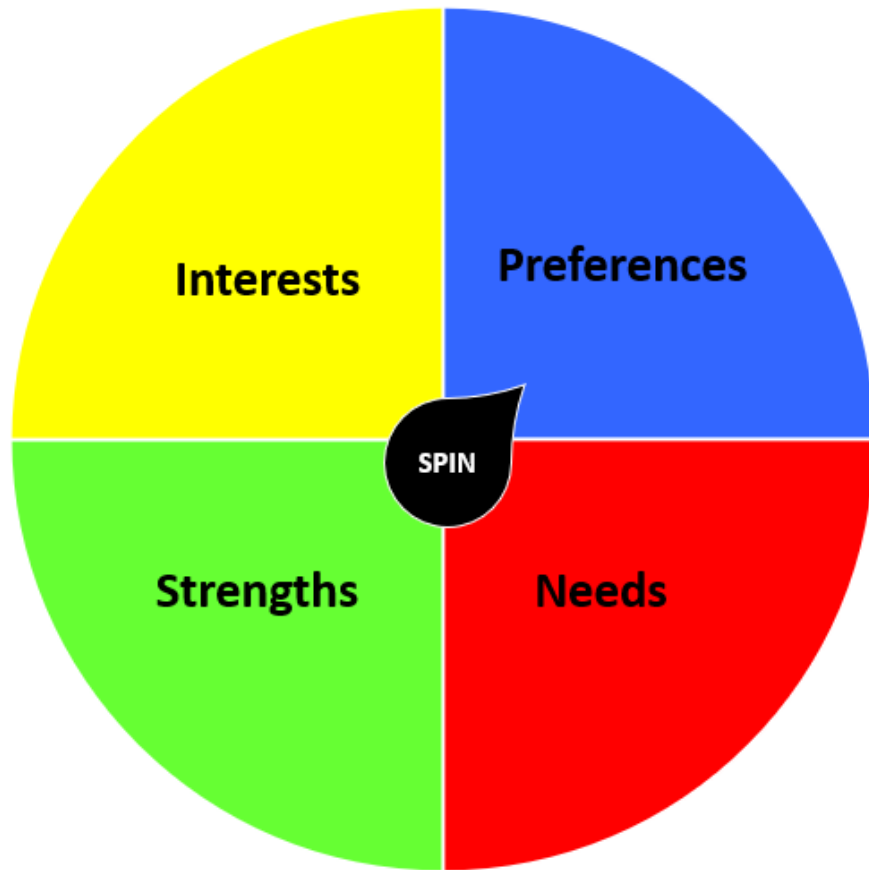


(Put A, B, C, or D in chat!)

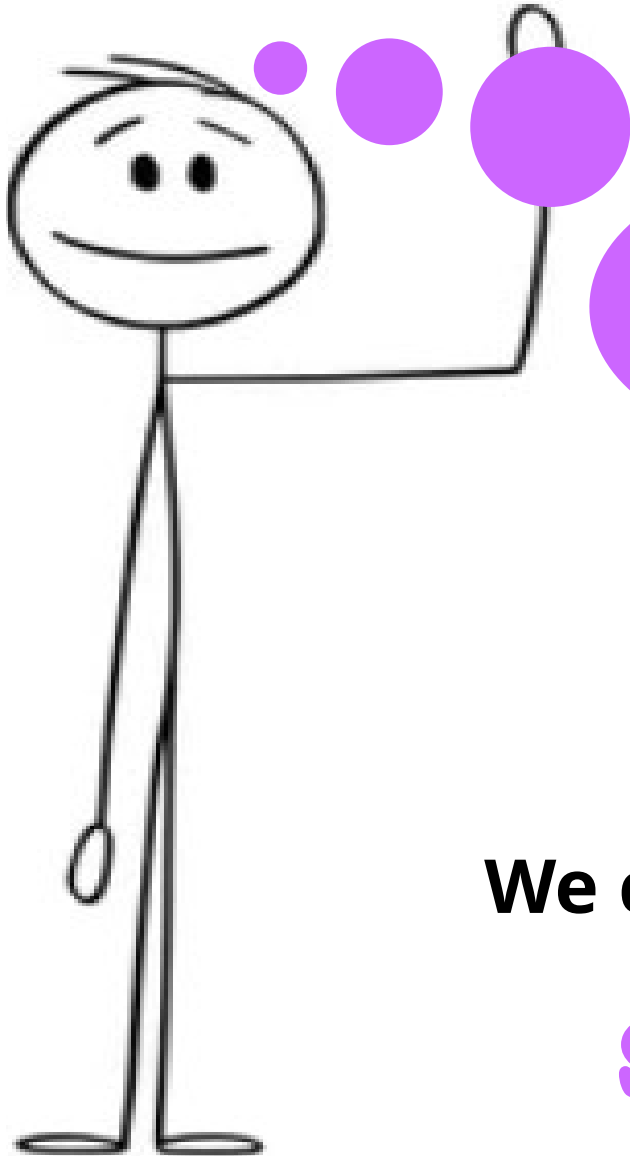
Self-Awareness and Your Thoughts about Your SPIN

SPIN=

Strengths, Interests, Preferences and Needs



Self-Awareness



Thinking about your:

- Strengths
 - What I am good at
- Preferences
 - What helps me do better or be successful
- Interests
 - What I like to do in my free time
- Needs
 - What I need help or support with

We call this our

SPIN

Strengths

Strengths are...

- What I am good at
- Staying with the routine
- Finishing tasks independently
- Helping with chores
- Organizing my bedroom
- Using the computer
- English class

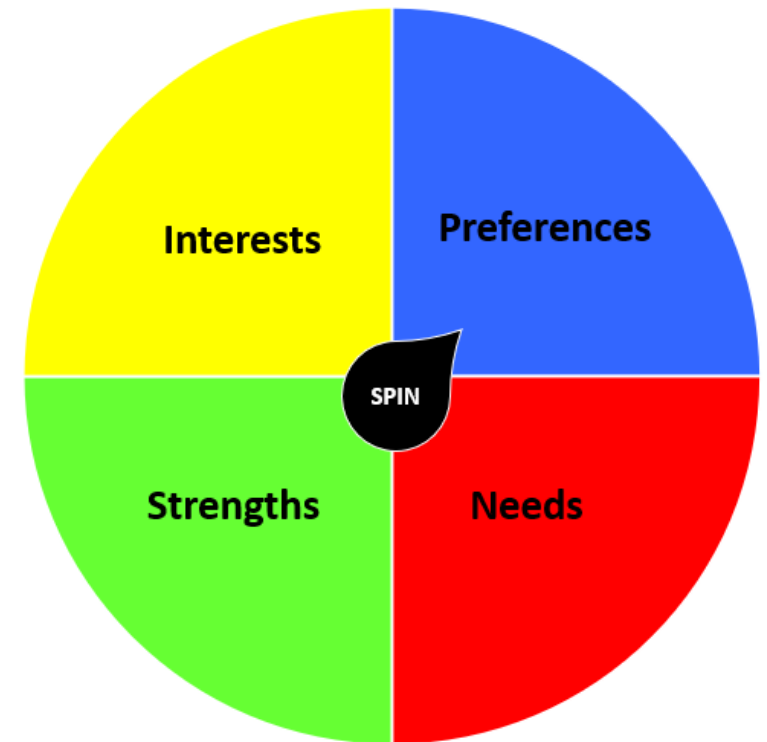


Preferences

- **When we like something one way more than another way**
- **What helps and works for me to think, focus work, or learn-when**

Examples:

- Being around people vs. being alone
- Warm temperatures vs. cold temperatures
- Using a checklist vs. not having it written down
- New situations vs. familiar situations
- Pants with stretchy tops or button jeans
- Soft bed vs. firm bed



Interests

Interests are...
Things I enjoy

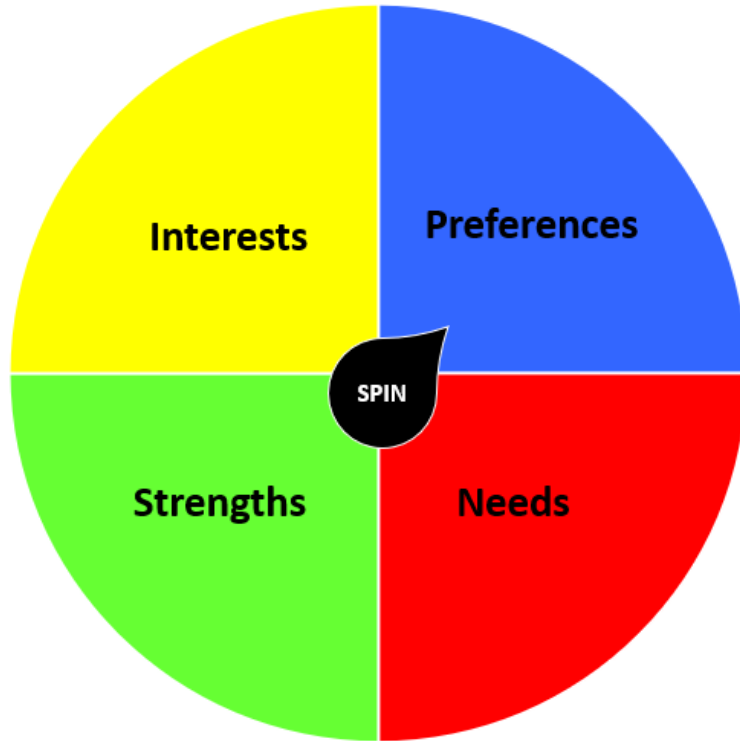
Examples:

- Being with animals
- Listening to music
- Playing an instrument
- Math
- Watching animae
- Baking cookies



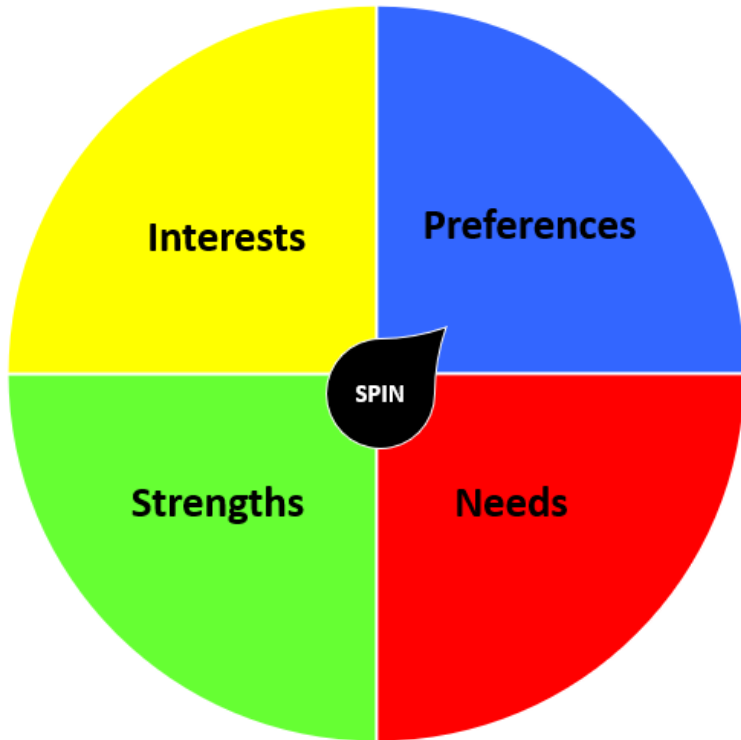
Needs

Needs: what helps me? What supports do I need?



- To learn to start conversations
- Help getting up on time
- Use a checklist for daily activities
- Quiet time after work

Using your SPIN



- In my Individualized Education Program (IEP) meetings
- At home to do more on my own and take more responsibility
- In the community in becoming more independent

We will discuss goals for increasing self-determination throughout this series, so you may update your SPIN document during that time

Self-Awareness

Match the strength, preference, interest, or need (SPIN) with the example:

Strength

Preference

Interest

Need

a. Using a checklist

b. I like to play video games

c. I am good at playing piano

d. I want to be around people who give me choices

Self-Awareness

<https://www.youtube.com/watch?v=EhFKe9A1U4U>



Is Felicia's wanting to separate her food a preference or need?

Preference!

Self-Confidence (Self-Efficacy)



Self-confidence is believing in yourself



How **you** think
about and see
you!

Self-Confidence

- Thinking about yourself in a positive way
- Thinking you can meet your goals
- Having a positive attitude
- Believing in yourself



Video on Self-Confidence

<https://www.youtube.com/watch?v=4LdboTq0IP0>



1. Watch the video
2. Think of one thing you learned or thought was positive in the video

How to increase your self-confidence

- Use positive words or (positive self-talk
- Focus on your strengths, preferences, interests, and abilities
- Think more about what you are good at
- Work on areas of need
- Try new things, even if it's hard
- Think about jobs that match your SPIN
- Work with your parents and IEP team



Self-Confidence



Remember everyone has things they are good at, and things that are harder and they need to work on!

Home Activities

(Review Next Week)





Youth Self-Determination Series-Home Activities Checklist

Session 1: Self Awareness and Self-Efficacy Components of Self-Determination

Name: _____ Date: _____

Use the checklist below to work through the assigned home activities for Session 1. We will discuss the home activities from Session 1 when we meet for Session 2.

Done	Activity
	<p>Activity 1</p> <p>1. Complete the I'm Determined Self-Determination Checklist Student Self-Assessment</p> <ul style="list-style-type: none"> • Pick 2 things you scored a "1" on (rarely or never) or "2" (sometimes) and would like to work on. • Optional: Have your parents download the I'm Determined Self-Determination Parent Checklist and talk about how you both answered the questions. Talk about clarify any areas you scored differently.
	<p>Activity 2</p> <p>1. Download the SPIN One-Pager Template (SPIN=Strengths, Preferences, Interests, Needs)</p> <ul style="list-style-type: none"> • For additional information: Go to the I'm Determined One Pager web page on the One Pager, an overview video, and information and videos on each of the SPIN areas, and how to use the One Pager. <p>2. Fill out the SPIN One Pager with your at least 2 strengths, 2 preferences, 2 interests, and 2 needs.</p> <ul style="list-style-type: none"> • Use SPIN Example List in your handouts for ideas. • Use the <i>I'm Determined Self-Determination Checklist Student Self-Assessment</i> (from Activity 1 above) to help with areas you scored "1" or "2" on and want to work on and areas you scored "3" you think you are strong in and do most of the time. • Add items in your SPIN for home, school, and in the community • Ask your parents or other trusted person for help if you need it <p>3. Share your SPIN information with your parents and your IEP team</p> <ul style="list-style-type: none"> • Review and update your SPIN activities for school, home, work, and community goals

Home Activities Checklist

Out of Class Activities

- Start with your Home Activities Checklist
- Work with your parents on this if you have questions



Self-Determination Checklist

Self-Determination Checklist Student Self-Assessment



Student Name: _____ Date: _____

Self-Determination skills help you to know

- yourself*
- your goals*
- supports you need to reach your goals*

Use the following scale to rate the statements below:

- 3 = almost always/most of the time
- 2 = sometimes
- 1 = rarely or never

Rating			
3	2	1	I set goals to get what I want or need.
3	2	1	I make plans for reaching my goals.
3	2	1	I check my progress on how I am doing toward my goals.
3	2	1	I attend my IEP Meetings.
3	2	1	I participate in my IEP Meetings.
3	2	1	I know the goals listed in my IEP.
3	2	1	At school, educators listen to me when I talk about what I want or need.
3	2	1	At home, my parents listen to me when I talk about what I want or need.
3	2	1	I have others in my life who help me to accomplish my goals.
3	2	1	I ask for help when I need it.
3	2	1	I know what I need, what I like and what I enjoy doing.
3	2	1	I tell others what I need, what I like and what I enjoy doing.
3	2	1	I help to make choices about the supports (educational services) and accommodations that I need in school.
3	2	1	I can describe my learning difficulties to others.
3	2	1	I believe I have control to direct my life.
3	2	1	I take care of my personal needs (clothes, chores, meals, grooming).
3	2	1	I make friends with others my age.
3	2	1	I make good choices.
3	2	1	I believe that working hard in school will help me to get a good job.

Out of Class Activity-1

- Work with your parents, a peer, or mentor to complete if needed

Self-Determination One-Pager



One-Pager

Name:

Today's Date:

My Strengths

My Interests

My Preferences

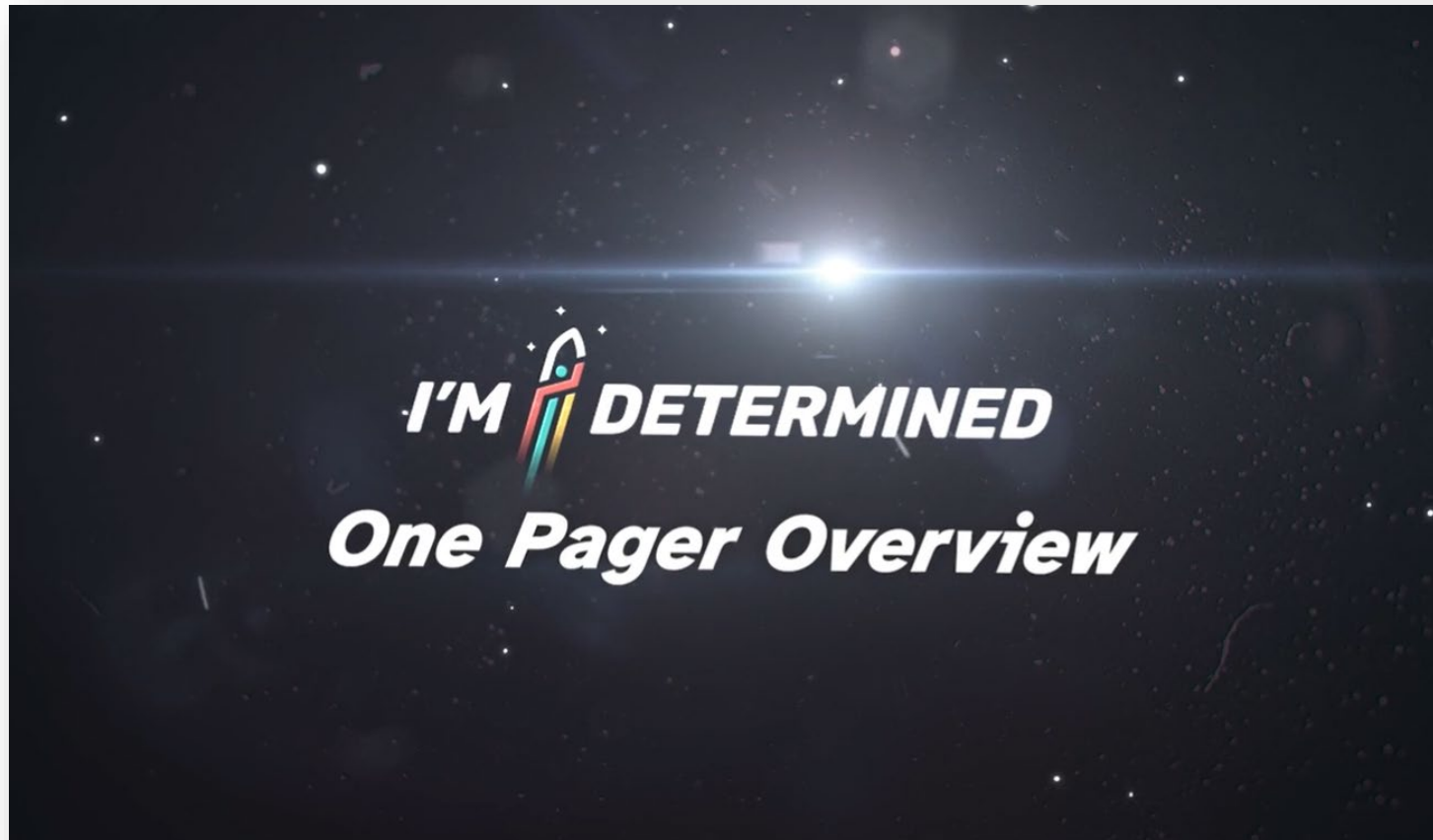
My Needs

Out of Class Activity-2

- Written or complete with pictures

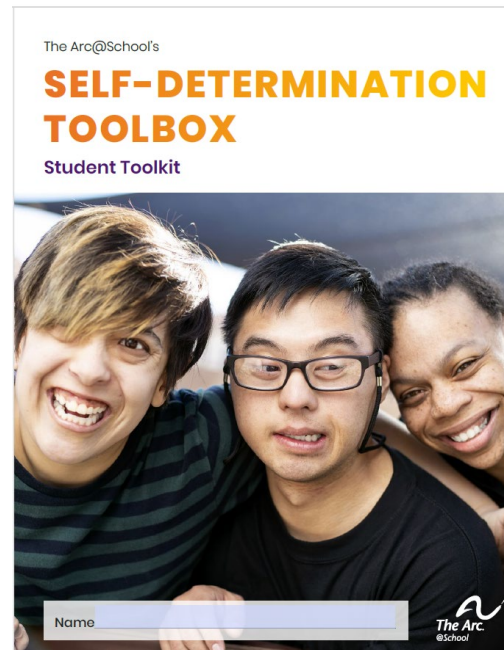
One-Pager Video Overview

<https://vimeo.com/558112583>



Resources

- You have links to resources from I'm Determined, Michigan Alliance for Families, the ARC, and other organizations



I'm Determined and the ARC have created toolkits for easier use! Linked in the resources available to you! Available in Spanish too!

Your Actions for Next Week:

1. Review and follow your Home Activities Checklist)
 - a. Complete the **I'm Determined Self-Determination Checklist Student Assessment**
 - b. Complete the **One Pager SPIN** document
 - c. Review Link **Additional Resources** on self-determination, self-awareness, and self-confidence (self-efficacy)

We are here to support you!

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For more information visit

www.michiganallianceforfamilies.org

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Michigan Alliance for Families

Michigan Alliance for Families is an IDEA Grant Funded Initiative of the Michigan Department of Education, Office of Special Education, and Michigan's federal Parent-Training and Information Center (PTIC) funded by U.S. Department of Education, Office of Special Education Programs (OSEP).

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