

Self-Determination: Goal Setting and Planning My Future (Locus of Control)

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Welcome Back

Your Name



Today's Question: would you rather be able to read minds or see into the future?



What We Will Do Today

- Review last weeks information and home activities
- Talk about goal-setting, your belief in yourself and choosing your future
- Answer questions in chat
- Watch one or more videos
- Get home practice activities

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)



When we problem-solve, we look at:

- A. 1 option and go with it
- B. Making my best guess
- C. 2 or more options, and then think about pros and cons of each option

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



Review

The decision-making process includes how many steps?

- A. 1
- B. 3
- C. 5

- **C-5 (1-define problem/decision; 2-think of options; 3-problem-solve options with pros and cons; 4-decide on best option; 5-thinking about how the decision worked out)**



Review

Snap decisions are decisions we think long and hard about before making a decision (True or False)

- **False**



Review

When we get stuck on an idea, it means:

- A. We can't make a decision, which may make us frustrated, angry, or upset
- B. We make a pretty quick decision so we can move on



Review

We usually need to problem-solve for *big* deals or *little* deals?

- **Usually-BIG deals**



Review



It is important to **think** about how our decision worked out after we made the decision (*true or false*)

- **True**

Review

Decision-making...

A. Is the same thing as problem-solving

B. Includes problem-solving

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



Some places I can make decisions are:

- A. Home
- B. School
- C. In the community
- D. All of the above



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

Home Activity

Name some decision-making or problem-solving examples **you** came up with on your home activity



Goal-Setting

Involves thinking
about the future



What is a Goal?



- An idea for the future
- A plan to do and finish something
- A plan in writing
- A promise to ourselves to work on something we want to do

Why is Goal-Setting Important?

- Think about the future
- Get things done
- Build self-confidence
- Feel in control
- Able to manage ourselves better
- Increases independence



Where Can We Set Goals?

- Home
- School
- In the community
- Employment
- Any where you choose



Goal-Setting Can Be Hard

- Not sure what a goal is
- Knowing how to set goals
- Defining goals
- Getting started on them
- Staying with it and working on them
- Tracking progress on goals
- Giving it time-goals may take some time to reach



Timing of Goals

- **Long-term (longer goals):** something in the *farther*-more than 3 months
 - Learning to play an instrument
 - Learning a new language
 - Getting a job in a certain area
 - Breaking it down to short-term goals to reach
- **Short-term (shorter) goals:** something in the *nearer* future
 - Plan for now through 2 months
 - Pass a class, get a job
 - May be part of a longer-term goal



Different for Everyone



- Timing may depend on the person
- Timing based on where you start working on a goal

What Type of Goal Is It?

Take a vacation to Europe

✓ Long-term

Get a C in Math this semester

✓ Short or long-term goal

Use a calendar with reminders

✓ Short-Term goal

Get a part-time job within 6 months

✓ Long-Term goal

Use self-regulation strategy to reduce anxiety in new situations

✓ Short- or long-term goal

Get a bachelor's degree

✓ Long-term goal

- **Long-Term Goals=Over 3 month to reach**
- **Short-Term Goals=1-3 months to reach**

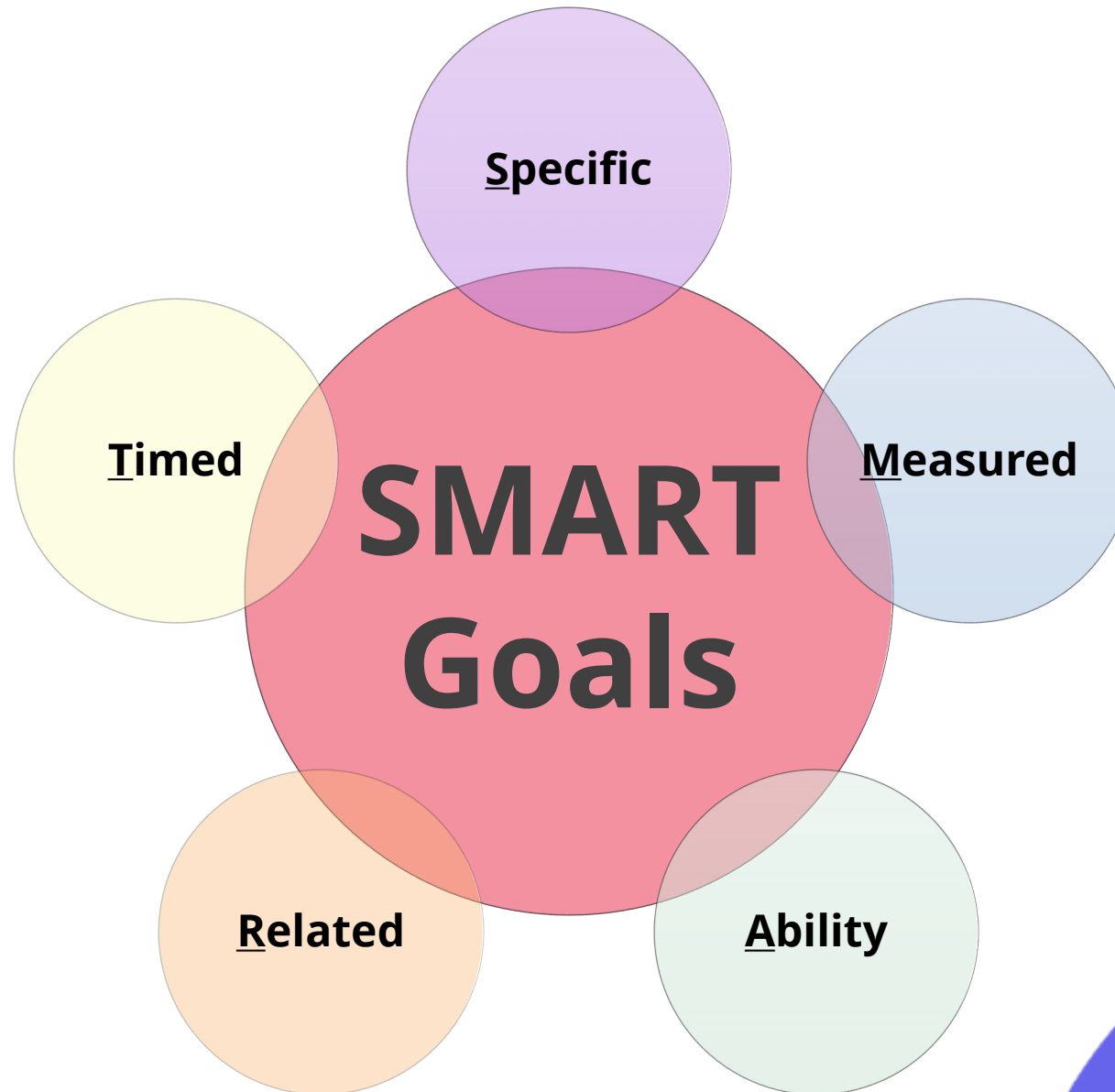
More Examples of Types of Goals

Are they life, long-term or short-term?

- Make my own doctor's appointment
 - Short-term goal
- Use an alarm clock to wake myself up
 - Short-term goal
- Graduating from college
 - Long-term goal
- Losing 10 pounds
 - Short- or long-term goal
- Getting a job working with animals
 - Short or long-term goal
- Starting to be a part of my IEP
 - Short-term goal



Characteristics of Setting a Goal



SMART Goals

- **S**pecific: exactly what you plan to do
- **M**easured: you know when you met the goal
- **A**bility: it's possible to meet your goal
- **R**elated: it's important to you, your growth, your vision of the future
- **T**imed: start and end date for your goal



Steps to Setting a Goal

1. Decide on your goal that is specific, you can do, and related to you

2. Decide when your goal should be completed

3. Create a plan to meet your goal-what 3 things you will do to reach your goal (also called steps).

4. How you will know you reached your goal

How to Start Goal Setting

Start SMALL!

- Start with short-term goals
- Think about something you want to do or get better at that might not be too hard
- Only has a few steps to reach the goal
- Easy to know you have reached the goal
- Not many problems to reach your goal



Short—Term Goal Example

Step 1

1. Define the goal

- It is **SPECIFIC** to something I want to do
- I have the **ABILITY**
- It is **RELATED** to me and my needs or wants
- Something you want to learn or start doing on your own
- Goal must be SMART

Example: *My mom's been making my haircut appointments and I want to start doing that by myself.*

Step 2



2. Date for completing my goal

- It is **TIMED** with a date to reach the goal

Example: I will start making my haircut appointments by September 1, 2024.

Step 3

3. Create a plan to meet the goal

- It is **MEASURED**—I will do these 3 things to reach my goal)

To reach my goal, I will do these 3 things:

1. I will check Katy's schedule online for the next month (Katy is my stylist) to see when she can cut my hair and find a date she is available, and I am available too
2. I will role play calling Katy with my mom before I call for real.
3. I will call Katy and ask to schedule an appointment with her and put it on my calendar.

Step 4

4. How I will know I reached my goal.

- When I complete all 3 steps.

Example: I will know I reached my goal when I do all 3 steps and have an appointment scheduled with Katy and written on my calendar.



Considerations

- **2 things that will help me stick to my goal**

1. Having my mom help me and check my goal information and checking before and after every one of my goal steps
2. I will feel good about myself for scheduling my own appointment

- **Things that might give me problems meeting my goal**

How you handle these problems while you are setting up your goal?

1. Katy might not be available to cut my hair when I am available
2. I may not be able to get a ride there depending on my mom's work schedule



Question

Do you think **you** would be able to set a **small** goal, with or without help from your family, a teacher, or other support person?

In Goal-Setting

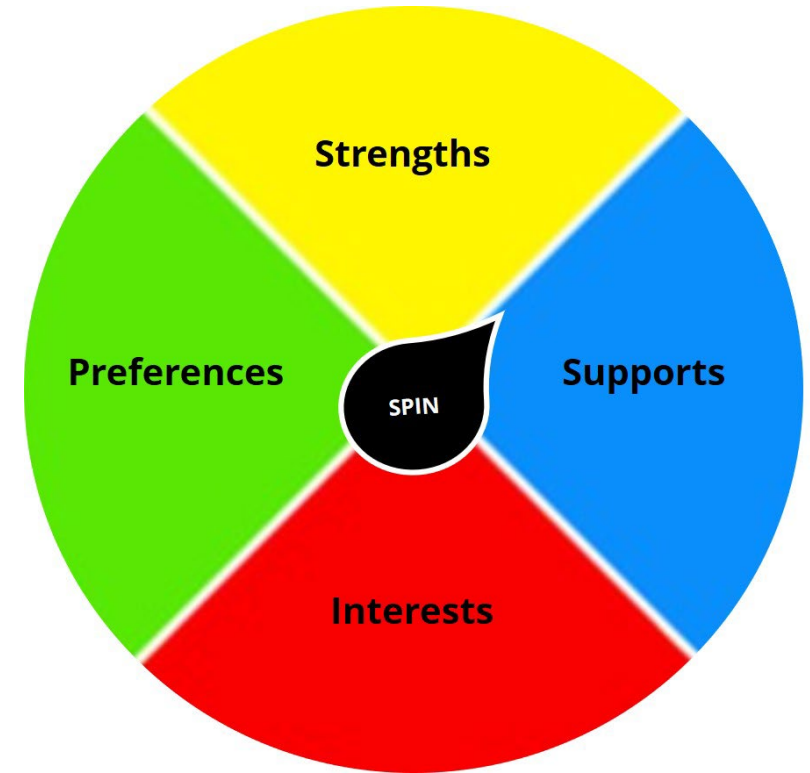
- A. If you have a long-term goal, you usually can reach it in 1 month
- B. If you have a long-term goal, you may need to break it into short-term goals
- C. Short-term goals usually take about a year to reach



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

Goal-Setting and Your SPIN

- Set personal, academic, employment and future goals around your strengths, interests, and preferences
- Set personal and IEP goals to improve areas that are hard and need supports
- Think about what you put in your SPIN and areas of self-advocacy to continue growing
- Use your SPIN to think about new goals



Goal-Setting Sample 1

Goal Setting Worksheet

Sample 1

Name: _____

Date: _____

1. My goal (**SPECIFIC** goal you have the **ABILITY** to do and is **RELATED** to something about you)

My goal is a: ___Long-Term Goal ___Short-Term Goal (you may need to break Long-Term Goals into Short-Term goals)

My goal is to:

2. (**TIMED**) My goal will be completed by:

Date:

3. (**MEASURED**) To reach my goal, I will do these 3 things:

1.

2.

3.

4. I will know when I reached my goal because (or how will you know you reached your goal):

2 things that will help me stick to my goal are:

1.

2.

Things that might give me problems meeting my goal (think about this before you start working on your goal):

All Goals should be **SMART**

- **Specific:** exactly what you plan to do
- **Measured:** you know when you met the goal
- **Ability:** I know I can meet this goal
- **Related:** it is about me and what I want and need
- **Timed:** there is a beginning and ending time for the goal

Types of Goals:

- Short-term goals take a few days to 1-3 months to complete
- Long-term goals take over 3 months

Goal-Setting

Sample 1 (Example)

SAMPLE-1

Name: _____

Date: _____

Goal Setting Worksheet-Example

1. **My goal (SPECIFIC goal you have the ABILITY to do and is RELATED to something about you)**

My goal is a: ___Long-Term Goal ___Short-Term Goal (you may need to break Long-Term Goals into Short-Term goals)

My goal is to:

Make my own haircut appointments to be come more independent.

2. **(TIMED) My goal will be completed by:**

Date: September 1, 2024

3. **(MEASURED) To reach my goal, I will do these 3 things:**

1. I will check Katy's schedule online for the next month (Katy is my stylist) to see when she can cut my hair and find a date she is available, and I am available too

2. I will role play calling Katy with my mom before I call for real.

3. I will call Katy and ask to schedule an appointment with her and put it on my calendar.

4. **I will know when I reached my goal because (or how will you know you reached your goal):**

When I complete all 3 steps to reach my goal (in step 3) and have an appointment with Katy scheduled and the date written on my calendar.

2 things that will help me stick to my goal are:

1. Having my mom help me and check my goal information and checking before and after I every one of my goal steps.

2. I will feel good about myself for scheduling my own appointment

Things that might give me problems meeting my goal (think about this before you start working on your goal):

1. Katy might not be available to cut my hair when I am available
2. I may not be able to get a ride there depending on my mom's work

All Goals should be **SMART**

- **Specific:** exactly what you plan to do
- **Measured:** you know when you met the goal
- **Ability:** I know I can meet this goal
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Types of Goals:

- **Short-term** goals take a few days to 1-3 months to complete
- **Long-term** goals take over 3 months

Goal-Setting

Sample 2-Format 2

Name: _____

Date: _____



Goal Plan

Answer each of the four parts in this Goal Plan. Your answers will help you think of a goal, what will happen after you reach your goal, the steps needed to complete that goal, and people who can help you along the way.

My Goal	Outcomes	Next Steps	People Who Can Support



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Scan code for more guidance, videos, and examples.
For additional resources visit www.imdetermined.org/resources.



Goal-Setting

Sample 3-Format 3

GOAL PLAN

The Arc. @School 

Name

Date

My Goal

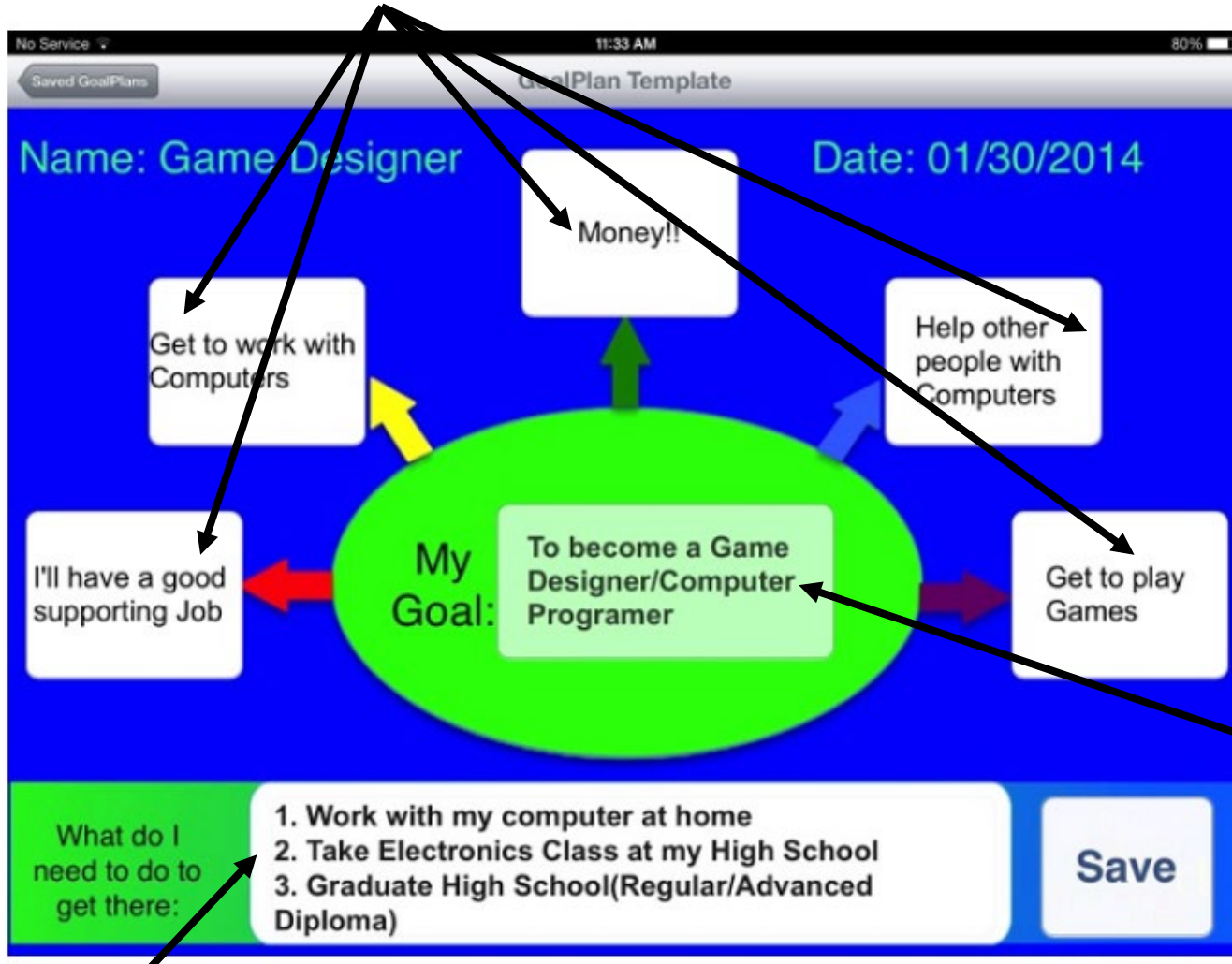
Next Step to Reach my Goal

Outcomes

People Who Can Support Me to Reach My Goal

Another Type of Goal-Setting Form

I'm Determined Toolbox (has template) or I'm Determined Goal-Setting App which can be customized online (text or visuals)



To (Long-Term Goal)

Steps-Can be made into short- or long-term goals

Locus of Control (Self-Belief)



**I control my own destiny
(or future)**

Internal Locus of Control

My Future Belongs to Me (Self-Belief)

Is about believing...

- You have control over your future
- Your success is because of your efforts
- You have control over things that affect your life
- How you feel about yourself affects how you act and what you do
- You accept and adjust to your disability
- You are responsible for your own behavior
- You can self-regulate and control your behavior



Benefits of Self-Belief

- Have more self-confidence
- Have more control over your own life
- You are more self-determined
- You are more independent

You get what **you** want
out of **your** life!



My Future Is Up to Me (Locus of Control)

How I See My Role in My Own Life- and My Inner Voice (Self-Talk)

- “I know I am responsible for me”
- “It’s up to me”
- “I have to learn to self-advocate more”
- “I can do this with some support”



Improving my Belief in Myself (Locus of Control)

- Work on self-advocacy skills
- Become more and more independent
- Try new things—even if it's hard—we grow this way!
- If you believe you can decide your future, you are likely to believe in yourself more
- Positive self-talk helps us with self-belief



POSITIVE SELF-TALK

For Self-Esteem

Positive Self-Talk is something you say to yourself when you're not feeling very confident. It should be something that helps you feel better about yourself and your strengths. Read the statements below and see which ones you could use the next time you're lacking self-esteem. In the empty speech bubbles, write in your own positive self-talk!

There are some things that I just can't do well yet. I can choose to get better!

Other people can say what they want about me. I get to decide what's true!

I'm glad that I'm different. I like myself just the way that I am.

What would the people who love me say about me?

It was just one mistake. It happens to everyone!

Being mean to myself will only make me feel worse. What is something nice to say?

What would I say to a friend that was feeling the same way?

Things didn't work out for me, but I can still look on the *bright side*.

I don't have to be perfect; I just have to give it my best effort.

What do I have control over that I can change to improve my self-esteem?

What are five good things about myself that I know to be true?

I don't need to compare myself to others. We all have different strengths!

Positive Self-Talk

Repeating positive self-talk can change our self-confidence, self-awareness, and self-belief!

- Turn negative talk into positive talk
- Focus on what you CAN do, not what you CAN'T do
 - I can't....I ___
 - I won't....I ___
 - I don't...I ___
 - I didn't....I ___

Who Controls What-Group Activity

Do you have control over the following (yes or no)?

- Picking your favorite cold drink?
- What homework will be assigned?
- Selecting your favorite ice cream?
- Getting a job?
- Whether the school bus comes by your house?
- Picking what you have for dinner most nights?
- Deciding what you wear most days?
- What you will do for work after high school?
- Your happiness?



Which statements below do and do not show self-belief?

A. I know I can finish school.

- Yes-shows self belief!

B. I know my strengths and areas of need.

- Yes-shows self belief!

C. I know it's up to only my parents to get me through school

- No-does not show self belief!

D. I know I have a huge part of what I do in the future and for my independence.

- Yes-shows self belief!

Wrapping Up-What's Next?

- Think about the future-now
- Take part in your IEP and planning for your life
- Set small goals toward independence, and follow them; when you meet one goal, set the next one and keep working on them
- Believe in yourself (your locus of control!)—you are an important part of decision-making, problem-solving, and goal setting for your future
- It's a “marathon”, not a sprint!

Employment Preparation

Work is important for independence, and ANY of us can work

- Use programs and agencies who can support us:
- [Michigan Rehabilitation Services \(MRS\)](#) and [Bureau of Services for Blind Persons \(BSBP\)](#)
 - Eligibility: IEP, 504 Plan, diagnosed disability
 - No cost for services
 - Employment training, work-based learning, job shadows, job coaching, and more
 - 14 years and older (pre-employment transition services called pre-ETS and vocational rehabilitation)
 - Statewide agencies, with local/regional offices; find your office at [MRS Locator](#)-contact them to start the process

Home Activities



Home Activity Checklist



Michigan Alliance for Families

Youth Self-Determination Series-Home Activities Checklist

Session 4: Goal Letting, Locus of Control, and My Future

Name: _____ Date: _____

Home Activities Checklist

Use the checklist below to work through the assigned home activities for Session 4. Please work through these activities with your parents, siblings, peers, or other support person.

Done	Activity
	<ol style="list-style-type: none">1. Use one of the goal setting templates in the Session 4 handouts to set a small goal.<ul style="list-style-type: none">• You can also reference the goal plan in I'm Determined, the I'm Determined App, or The ARC@School Student Toolkit (you can download the toolkit including the Goal Plan at this link).2. You can use the Self-Determination Assessment (Checklist) or the SPIN One Pager document from the first training session for ideas on areas you feel you need support or growth.3. Reference the Goal Setting Worksheet samples in the handouts while writing your short-term goal, if it is helpful. Available in the Session 4 handouts.<ul style="list-style-type: none">• You may need to break long-term goals into smaller (short term) goals or steps. You will still be making progress toward your overall goal.
	<ol style="list-style-type: none">1. Review the provided Resources document for additional information on goal setting and your future. See Session 4 handouts.<ul style="list-style-type: none">• If you have not already done so, consider looking at and contacting Michigan Rehabilitation Services (MRS) or the Bureau of Services for Blind Persons (BSBP) for vocational support and employment readiness training and opportunities. These services are based on individuals who have an IEP, 504 plan, or diagnosed disability and are eligible for the program. There is no charge for the services.

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

Next Steps:

- 1. Review your Home Activities Checklist**
- 2. Review Additional Resources on self-determination, goal setting, and self-belief (locus of control)**

Every One of **You** Are Amazing



Everyone is an individual and to be respected for who you are. We are all unique and learn in our own way which is not less, but different, and we each are an important part of our families, communities, and society—and **ARE WORTHY OF BEING** happy and living a fulfilled life.

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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