

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?



Ground Rules



Cameras on when possible



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



Listen to understand



Ask questions with the microphone or in chat

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



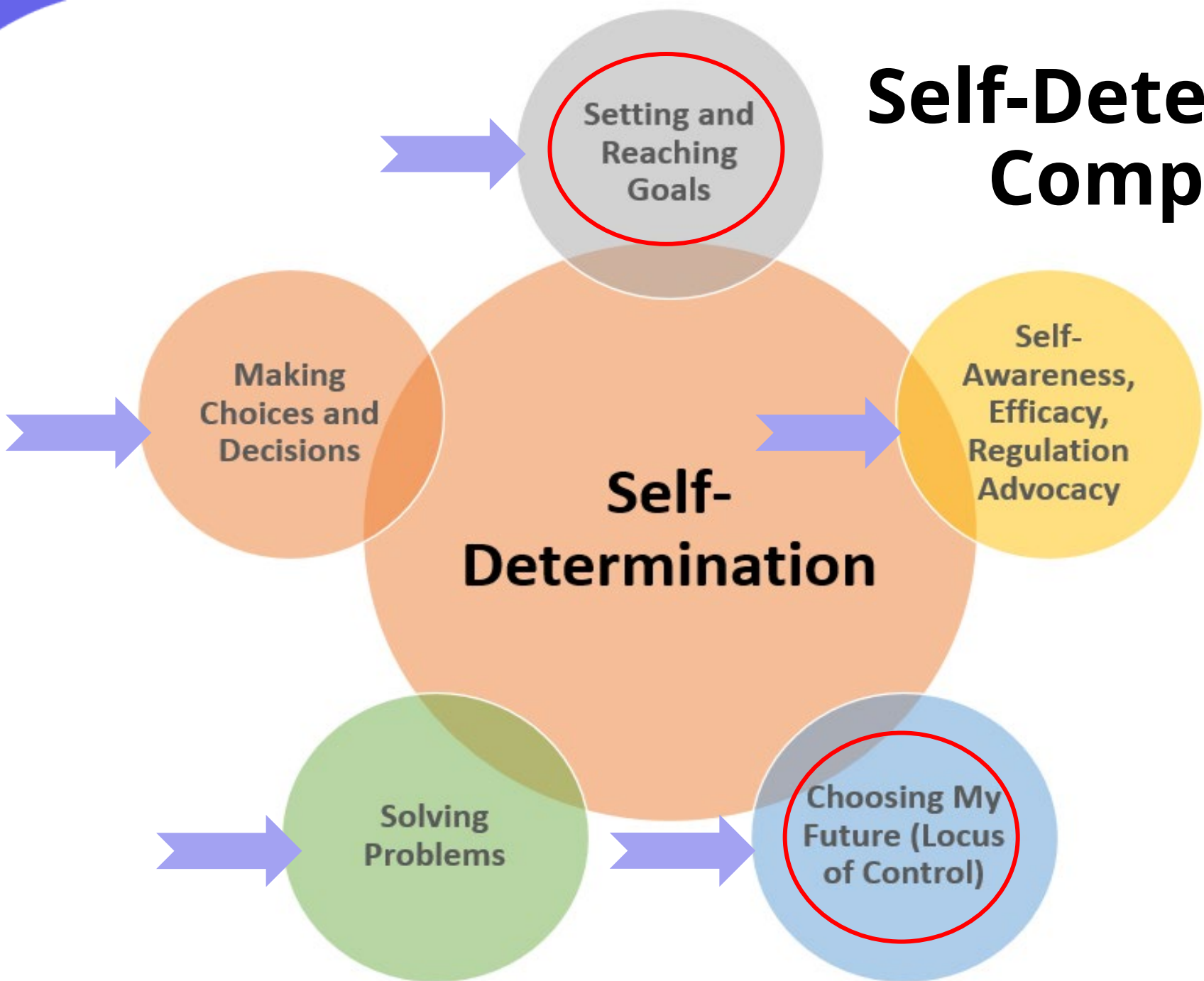
Self-Determination Topics

- Session 1: Self-Awareness
- Session 1: Self-Efficacy (Self-Confidence)
- Session 2: Self-Advocacy
- Session 2: Self-Regulation
- Session 3: Decision-Making
- Session 3: Problem-Solving
- **Session 4: Setting and Reaching Goals**
- **Session 4: Self-Belief-Choosing My Own Future (Internal Locus of Control)**

Today-Session 4:

- **Setting and Reaching Goals**
- **Self-Belief and Choosing My Future**

Self-Determination Components



Review-1

When we problem-solve, we look at:

- A. 1 option and go with it
- B. Just make 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-2

- The decision-making process includes ___ steps
 - **5 (1-define problem/decision; 2-think of options; 3-problem-solve options with pros and cons; 4-decide on best option; 5-how did the decision work out?)**
- Snap decisions are decisions we think long and hard about before making a decision (True or False)
 - **False**
- When we get stuck on an idea, it means we:
 - a. Can't make a decision, which may cause us to be frustrated, angry, or upset
 - b. We make a pretty quick decision so we can move on
 - **a**
- We usually need to problem-solve for big deals or little deals?
 - **BIG deals!**



Review-3



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

- **True**

Review-4

Decision-making...

- A. Is the same thing as problem-solving
- B. Includes problem-solving

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



Review Ways to Self-Regulate

Some places I can make decisions are:

- A. Home
- B. School
- C. In the community
- D. About my future
- E. All of the above

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



Review of Home Activity

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



Goal-Setting

Involves thinking
about the future



What is a Goal?



- An idea of the future
- A plan to do and finish something
- Something the person wants or needs to do
- A plan in writing
- Requires a promise to ourselves to work on something we want to do

Why is Goal-Setting Important?

- Plan for the future
- Get things done
- Build self-confidence
- Feel in control
- Interest in setting new goals
- Increase ability to self-manage
- Increases independence



Where Can We Set Goals?

- Home (personal, social, adaptive)
- School (academic, personal, social)
- In the community (personal, social, adaptive)
- Employment (job-related, personal, social)
- Toward greater independence (all areas)



Goal-Setting Can Be Difficult



- Don't know the meaning of a goal
- Don't know how to set a goal
- Hard to define a goal
- Hard to start working on a goal
- Hard to stick to the goal
- Hard to track progress on goals
- It takes time

Timing of Goals

- **Life goals:** *much farther* in the future
 - Plan for beyond 1 year
- **Long-term goals:** something *farther* in the future
 - Plan for 3 months to 1 year
 - Learn to play an instrument
 - Learn a new language
 - Get a job in a specific area
- **Short-term goals:** something in the *near* future
 - Break long-term goals into smaller goals
 - Plan for now through 2 months
 - Pass a class, get a job



What Type of Goal Is It?

Take a vacation to Europe

✓ Life Goal

Get a C in Math this semester

✓ Long-Term Goal

Use a calendar with reminders

✓ Short-Term Goal

Get a part-time job by March

✓ Long-Term Goal

Use self-regulation on my own to reduce anxiety in new situations

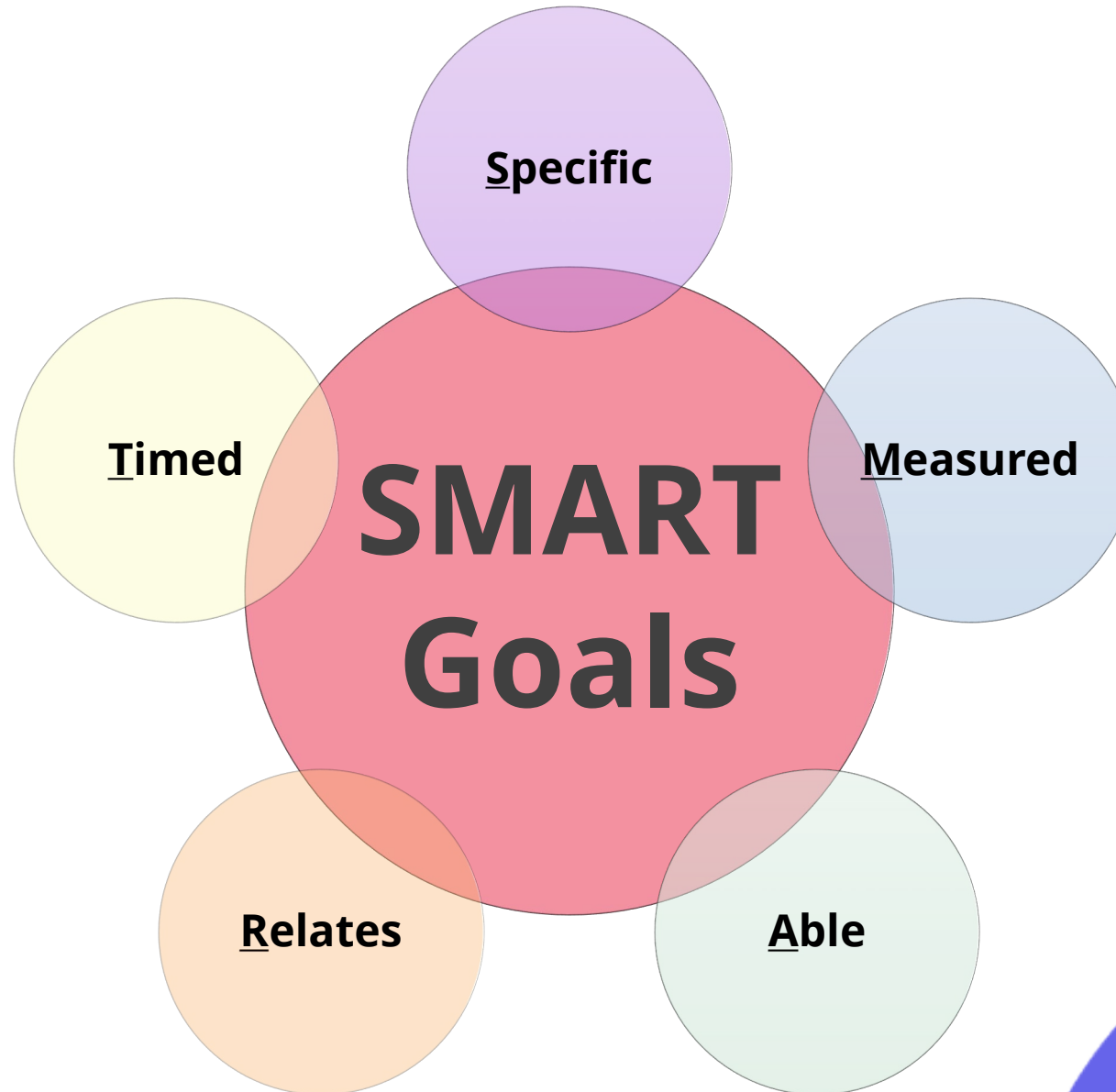
✓ Short-Term Goal

Get a certification in the job field of electronics

✓ Life Goal

- **Life Goals=Over 1 Year**
- **Long-Term Goals=3 months-1 year**
- **Short-Term Goals=1-2 Months**

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**ble: it's possible to meet your goal
- **R**elates: 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

2. Write your goal

3. Create a plan to meet your goal

4. Check your progress and adjust your goal if needed

How to Start Goal Setting

Start SMALL!

- Think about something you want to do or get better at that might not be too hard (this will help you learn how to do it)
- Only has a few steps
- Can be measured easily
- Short-term
- Write the goal in a “*to, so that, by, steps*” format



Steps to Setting a Goal

1. Define the goal

- *What do you want to do or learn?*

2. Write the goal

- *Make sure it SMART*
- *Using the **to-so that-by-steps** format keeps it SMART*

3. Create a plan to meet your goal

- *Steps to meet your goal*
- *How and when will you begin work on the goal?*

4. Check your progress and adjust your goal if needed

- *How are you doing on meeting your goal?*
- *What have you done so far?*
- *Is the goal finished?*
- *Make goal changes if needed*

Example of Setting a Short-Term Following the Goal-Setting Steps!

1. Define the goal

- Something you want to learn or start doing on your own

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

Example Goal Step 2

2. Write the goal *(using to-so that-by format)*

Goal: to start making my own haircut appointments so that I can become more independent in my life skills by December 31, 2022.

Goal must be SMART (using to-so that-by format)

- **Specific:** I will start making my own hair cutting appointments
- **Measured:** I will write the date and time I made the appointment on my calendar, and put the appointment time on the calendar
- **Able:** I know I am able to meet this goal
- **Relates:** it is about me and what I want and need
- **Timed:** there is a beginning and ending time for the goal and when it needs to be met

Example Goal Step 3

3. Create a plan to meet the goal:

Goal: to start making my own haircut appointments so that I can become more independent in my life skills by the end of December, 2022.

Steps:

- a. I will look at my calendar (with my mom) and write down dates and times that work for me to get my hair cut before December 20, 2022
- b. I will look up and write down the number to the salon on Google by December 5, 2022
- c. I will call the salon and say to the person answering the phone “I need to make an appointment with Becky” by December 6, 2022
- d. I will listen to times and dates they can cut my hair and tell them time that works best for me
- e. I will write the date and time on my calendar and let my mom know
- f. I will thank them and hang up

Example Goal Step 4

4. Check my progress and adjust if needed:

Goal: to start making my own haircut appointments so that I can become more independent in my life skills by the end of December, 2022.

Progress: it is December 9, 2022, and I met my goal! I followed the steps and made an appointment for December 12, 2022. No changes need to be made to the goal. I will set another goal to work on next!

Question-1

Do you think setting and reaching goals can change the way we see ourselves, like make us more **self-confident and feel better about ourselves?**

Question-2

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?

More Examples of Types of Goals

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

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



Goal Setting Worksheet

Name: _____

Date: _____

All Goals should be SMART

- **Specific:** I will start making my own hair cutting appointments
- **Measured:** I will write the date and time I made the appointment on my calendar, and put the appointment time on the calendar
- **Able:** I know I am able to meet this goal
- **Relates:** it is about me and what I want and need
- **Timed:** there is a beginning and ending time for the goal and when it needs to be done

→Using the “to-so that-by-steps” can help create SMART goals

Types of Goals:

- **Short-term** goals take a few days to 2 months to complete
- **Long-term** goals take 3-12 months to complete
- **Life** goals take over 12 months to complete, and can be broken down into long- or short-term goals

Step 1. Decide on a goal (something you want or need to learn):

I want or I need to:

My goal is a: ___Life Goal ___Long-Term Goal ___Short-Term Goal (you may need to break Life and Long-Term Goals into smaller Short-Term goals, and build to the future Long-Term or Life Goal)

Step 2. Write your SMART goal (using the to-so that-by format). You might need to make short-term goals to meet your long-term goal.

To:

So that:

By:

Step 3. Create a plan to meet your goal.

Write down STEPS to meet my goal (provide steps needed to meet your goal with 1. what you plan to do, 2. how you plan to do it, 3. and the date you plan to do it by)

Steps:

Step 4. Check your progress, and make changes to your goal if needed—how is it going?

- Write down (track) your progress (see progress sheet). Did you do what you said you were going to do in each step? If you met your goal, set your next goal. It may be another short-term goal to meeting a long-term or life goal.
- If you have not met your goal, do you need to change anything? Add or change steps or dates? Or come up with a different goal if things have changed?

I met my goal by (how):

I did not meet my goal (how), and I will need to:

Goal-Setting Template

So that...

GoalPlan Template

Name: Game Designer Date: 01/30/2014

Money!!

Get to work with Computers

Help other people with Computers

I'll have a good supporting Job

My Goal: To become a Game Designer/Computer Programmer

Get to play Games

What do I need to do to get there:

1. Work with my computer at home
2. Take Electronics Class at my High School
3. Graduate High School(Regular/Advanced Diploma)

Save

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 (Life Goal)

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

My Goal Progress

Name: S. Rulison

Date: 12.5.22

My goal is: *To have at least 5 back and forth conversation exchanges with at least 3 conversation partners, where I ask at least two questions and make comments, and stay on topic.*

This goal is a (circle one): Short-Term Goal Short-Term Goal Related to a Long-Term Goal or Life Goal

1. Write your goal action steps below. 2. Write the date you tried to or completed the action step, and check your progress (whether you did it, did part of it, or didn't or couldn't do it). 3. If you are not making progress, go back a step, or look at breaking the step down more. If you meet all steps set the next goal.

Goal Action Steps	Date 1-Progress	Date 2-Progress	Date 3-Progress	Date 4-Progress	Date 5-Progress	Step Requirements
Step 1: Have 2+ back and forth communication exchanges with 2 conversation partners, asking 1 question and making 1 comment, on 2 dates, and staying on topic, by 12.12.22	Date: 12.6.22 ___ I did it! ___ I did part of it <input checked="" type="checkbox"/> I didn't or couldn't do it	Date: 12.7.22 ___ I did it! <input checked="" type="checkbox"/> I did part of it ___ I didn't or couldn't do it	Date: 12.9.22 ___ I did it! <input checked="" type="checkbox"/> I did part of it ___ I didn't or couldn't do it	Date: 12.10.22 <input checked="" type="checkbox"/> I did it! ___ I did part of it ___ I didn't or couldn't do it	Date: 12.12.22 <input checked="" type="checkbox"/> I did it! ___ I did part of it ___ I didn't or couldn't do it	<input checked="" type="checkbox"/> Met ___ Partly met ___ Did not meet
Step 2: To: have 3+ back and forth communication exchanges with 2 conversation partners, asking 1 question and making 2 comments, on 2 different dates by, 12.30.22.	Date: 12.13.22 ___ I did it! <input checked="" type="checkbox"/> I did part of it ___ I didn't or couldn't do it	Date: 12.15.22 <input checked="" type="checkbox"/> I did it! ___ I did part of it ___ I didn't or couldn't do it	Date: 12.17.22 <input checked="" type="checkbox"/> I did it! ___ I did part of it ___ I didn't or couldn't do it	Date: 12.28.22 ___ I did it! <input checked="" type="checkbox"/> I did part of it ___ I didn't or couldn't do it	Date: 12.29.22 <input checked="" type="checkbox"/> I did it! ___ I did part of it ___ I didn't or couldn't do it	<input checked="" type="checkbox"/> Met ___ Partly met ___ Did not meet
Step 3: To: have 4+ back and forth communication exchanges with 2 conversation partners, asking 1 question and making 3 comments, on 3 different dates by, 1.15.23.	Date: 12.31.22 ___ I did it! ___ I did part of it <input checked="" type="checkbox"/> I didn't or couldn't do it	Date: 1.2.23 ___ I did it! <input checked="" type="checkbox"/> I did part of it ___ I didn't or couldn't do it	Date: 1.4.23 <input checked="" type="checkbox"/> I did it! ___ I did part of it ___ I didn't or couldn't do it	Date: 1.10.23 <input checked="" type="checkbox"/> I did it! ___ I did part of it ___ I didn't or couldn't do it	Date: 1.14.23 <input checked="" type="checkbox"/> I did it! ___ I did part of it ___ I didn't or couldn't do it	<input checked="" type="checkbox"/> Met ___ Partly met ___ Did not meet
Step 4: To: have 4+ back and forth communication exchanges with 3 conversation partners, asking 1-2 questions and making 2-3 comments, on three different dates, by 1.30.23.	Date: 1.16.23 ___ I did it! ___ I did part of it <input checked="" type="checkbox"/> I didn't or couldn't do it	Date: ___ I did it! <input checked="" type="checkbox"/> I did part of it ___ I didn't or couldn't do it	Date: <input checked="" type="checkbox"/> I did it! ___ I did part of it ___ I didn't or couldn't do it	Date: ___ I did it! ___ I did part of it <input checked="" type="checkbox"/> I didn't or couldn't do it	Date: ___ I did it! <input checked="" type="checkbox"/> I did part of it ___ I didn't or couldn't do it	___ Met <input checked="" type="checkbox"/> Partly met ___ Did not meet
Step 5: Have 5+ back and forth communication exchange with two conversation partners, asking 1-2 questions and making 2-4 comments, by 3.1.23	Date: 2.2.23 ___ I did it! ___ I did part of it <input checked="" type="checkbox"/> I didn't or couldn't do it	Date: 2.9.23 ___ I did it! ___ I did part of it <input checked="" type="checkbox"/> I didn't or couldn't do it	Date: 2.15.23 ___ I did it! <input checked="" type="checkbox"/> I did part of it ___ I didn't or couldn't do it	Date: 2.18.23 ___ I did it! ___ I did part of it <input checked="" type="checkbox"/> I didn't or couldn't do it	Date: 2.26.23 ___ I did it! ___ I did part of it <input checked="" type="checkbox"/> I didn't or couldn't do it	___ Met ___ Partly met <input checked="" type="checkbox"/> Did not meet

Goal-Progress Example

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 own future
- Your success is because of your efforts
- You have control over situations and experiences that affect your life
- How you feel about yourself (this can affect 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!

I have a vision.
I HAVE A WILL. I OWN MY LIFE
AND I CONTROL MY FUTURE.

Mohammed Sekouty

 Nancy Santana

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”
- “I pilot my own ship”



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 (and not others) 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 ___

Positive Beliefs in Ourselves (Locus of Control)

Positive **attitudes** about our own abilities and our disability increases our **power** to make our own decisions and lead more **inclusive** lives, improves our **self-confidence**, and belief in our decisions and what our future holds.



Who Controls What-Group Activity

Do you have a LOT of control, SOME control, or NO control over the following?

- Picking your favorite cold drink?
- What homework will be assigned?
- Selecting your favorite ice cream?
- Getting a job?
- Whether the 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?



Choosing My Future-Question



Which one does NOT show self-belief?

- A. I know I can finish school.
- B. I know my strengths and areas of need.
- C. I know it's up to only my parent's to get me through school
- D. I know I have a huge part of what I do in the future and for my independence.

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

Goal-Setting Question

In goal-setting:

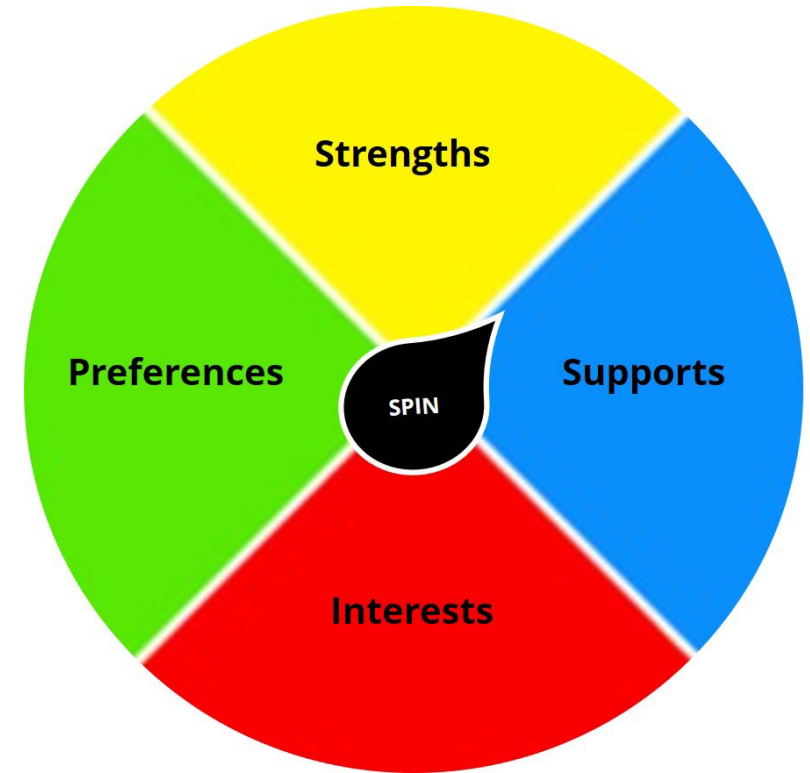
- A. If you have a long-term goal, you usually can start and end it within 3 months
- B. If you have a long-term goal, you may need to break it into one more short-term goals to meet your long-term goal
- C. Short-term goals usually take about a year to reach.

(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



Continue Working Toward Self-Determination and Independence!

- 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!

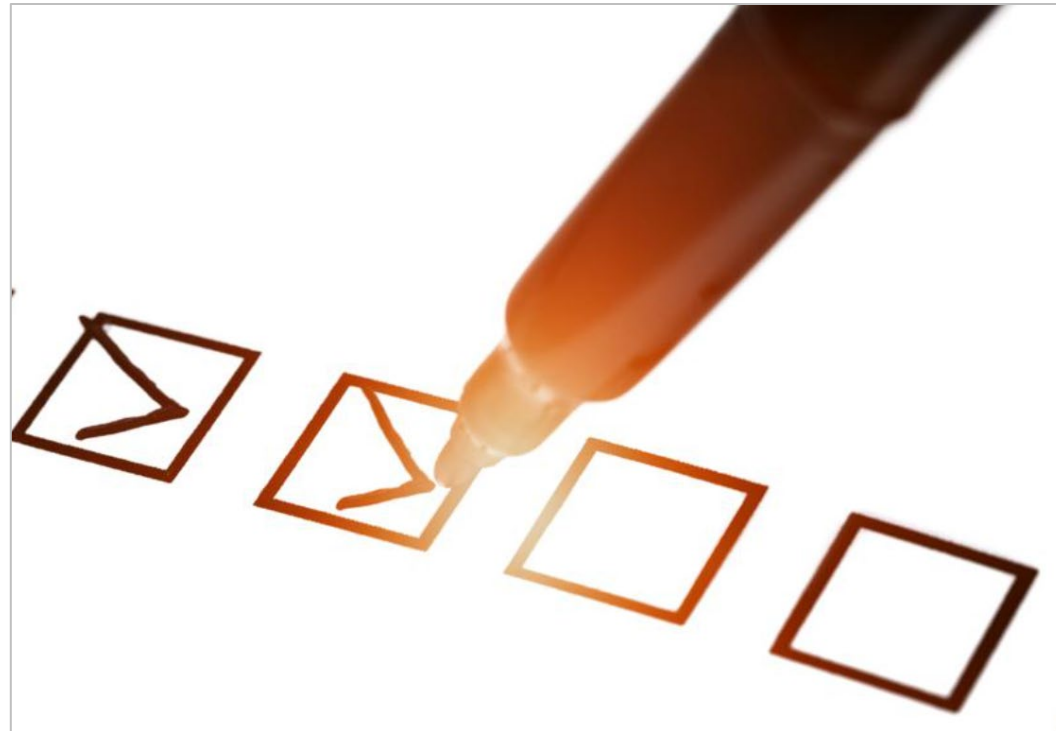
Employment Preparation

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

(Review Next Week)



Home Activity Checklist



Michigan Alliance for Families

Youth Self-Determination Series-Home Activities Checklist

Session 4: Goal-Setting 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
	<p>1. Use the <i>Blank Goal Setting Worksheet</i> in the handouts, the template from I'm Determined we discussed, the I'm Determined App, or another form that might work for you and define a short-term, long-term, or life goal. You can use the SPIN document from the first training session for ideas on areas you feel you need support or growth.</p> <ul style="list-style-type: none">• For life or long-term goals, you may need to break it into smaller (short term) goals and break it into smaller steps. You will still be making progress toward your overall goal.
	<p>2. Fill out the <i>Goal Progress Template</i> in the handouts to track your goal progress. If you do not want to use this one, you can use another tool, create something, use a calendar, or track on a blank piece of paper. The important thing is you are watching your progress and making changes to your goal if needed, and setting new goals if you are meeting them.</p> <ul style="list-style-type: none">• <i>There is a Goal Progress Example in the handouts</i>
	<p>3. Review the provided Resources document for additional information on goal setting and your future.</p> <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!

 @MichiganAllianceForFamilies

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For more information visit:

<https://www.michiganallianceforfamilies.org>

Call: 800-552-4821

En Español 313-217-1060

Statewide Email: info@michiganallianceforfamilies.org



Michigan Alliance for Families

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