

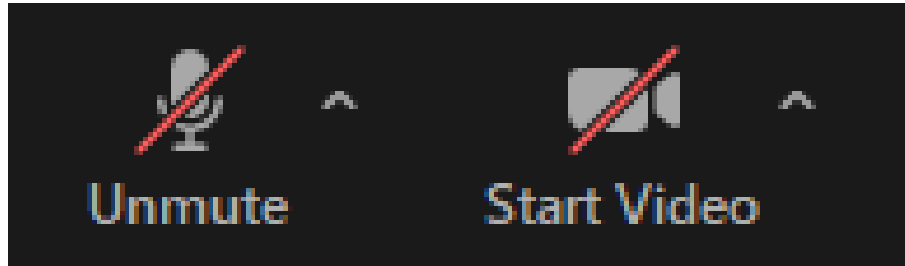
# Self-Determination Overview, Self-Awareness, and Self-Efficacy

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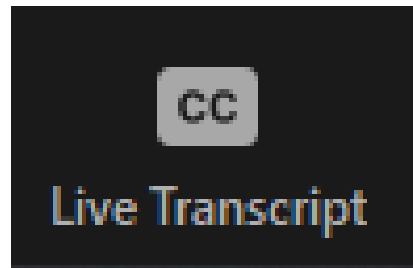
**Stacie Rulison, Facilitator**



# Zoom Meeting



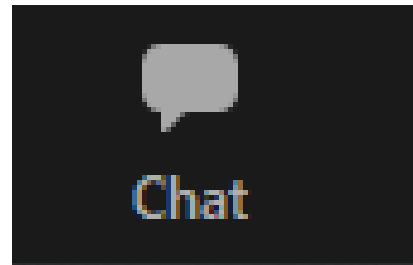
microphone and video controls



closed captions, select show subtitles



yes, no, raise hand



handouts, links, tech support,  
questions/comments, survey link

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

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**Stacie Rulison, Facilitator**



# Welcome & Introductions

Your Name: and something you like starting with the first letter of your first name



Town You Live In



Today's Question: would you rather sing along or dance to every song you hear?



# Ground Rules



Cameras on when possible



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



Listen to better understand



Ask questions

# 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. Being in control of my parents and their decisions
- B. Being in control of me and my decisions
- C. Letting my parents make decisions for me

*(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-Determination Components



# Today's Session

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



## Today-Session 1:

- Self-Awareness
- Self-Confidence (Self-Efficacy)

# 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

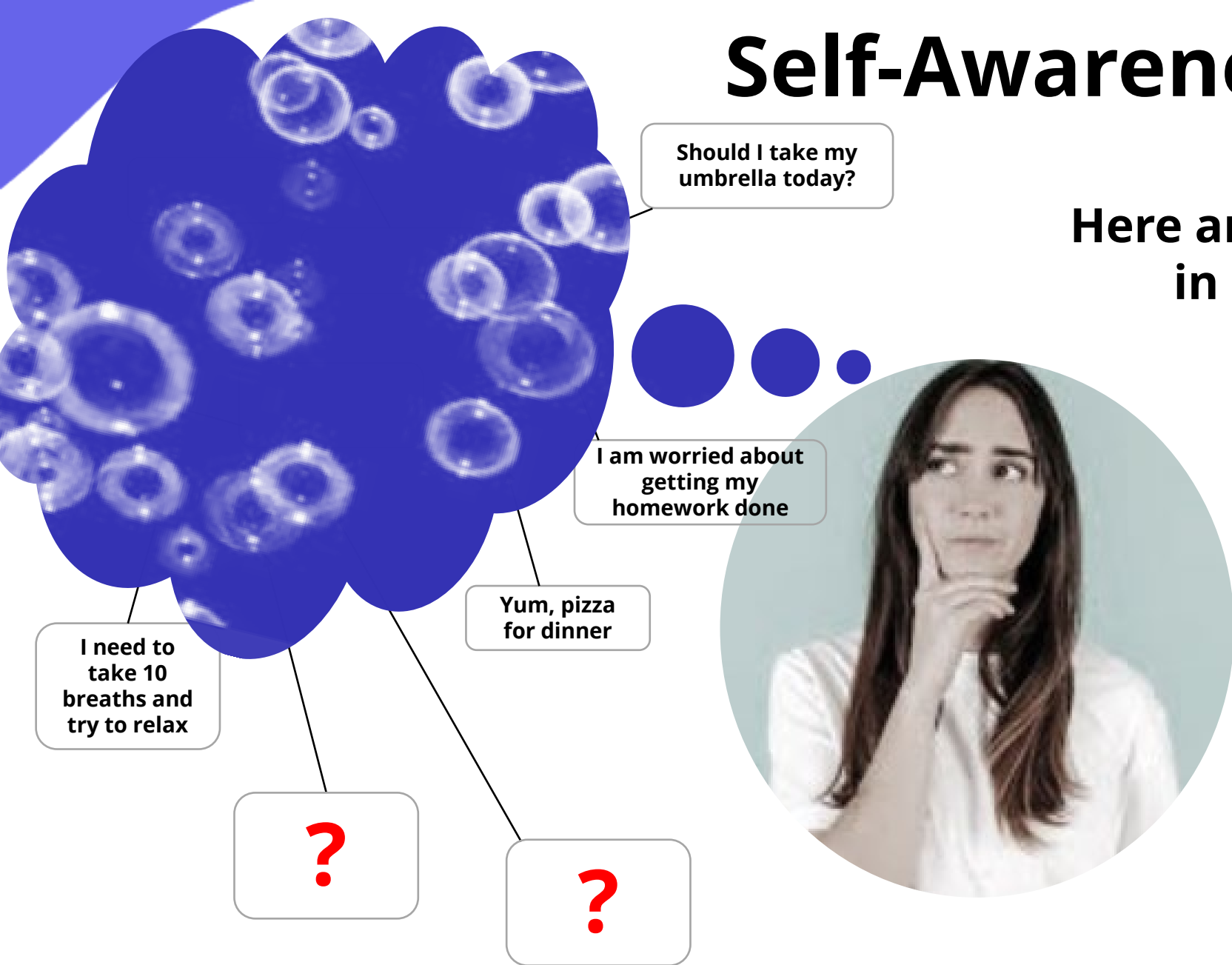
Our **thoughts** help us be more **self-aware** of so much...

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 her head...



# Are thoughts mostly about...

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

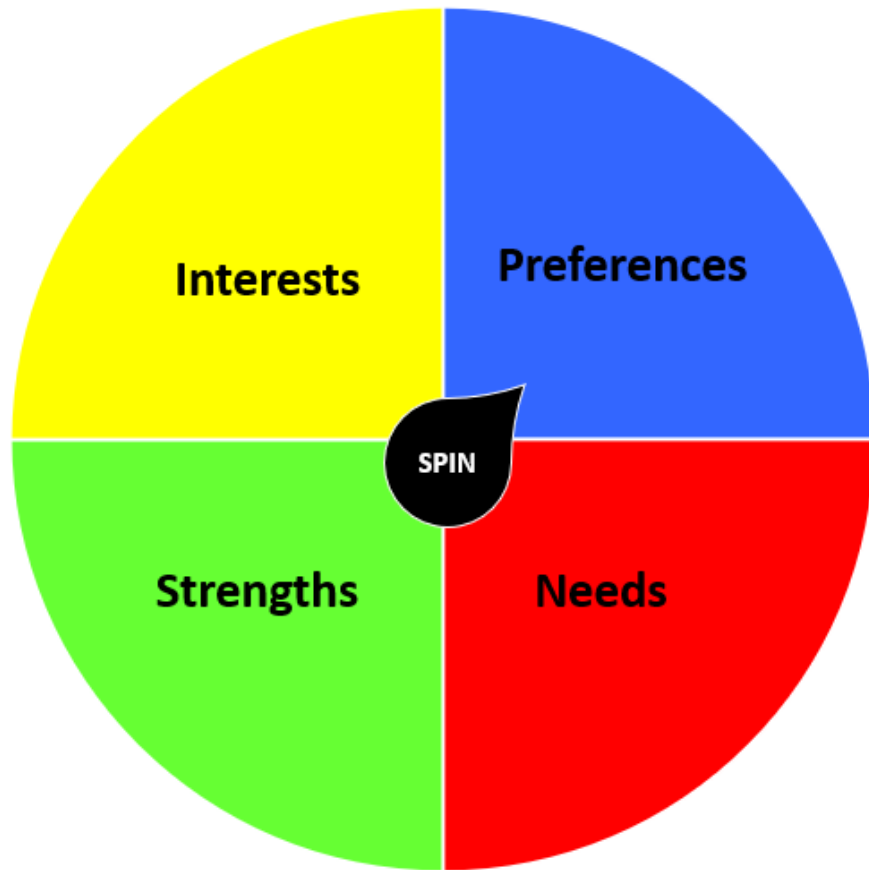


*(Put A, B, C, or D in chat!)*

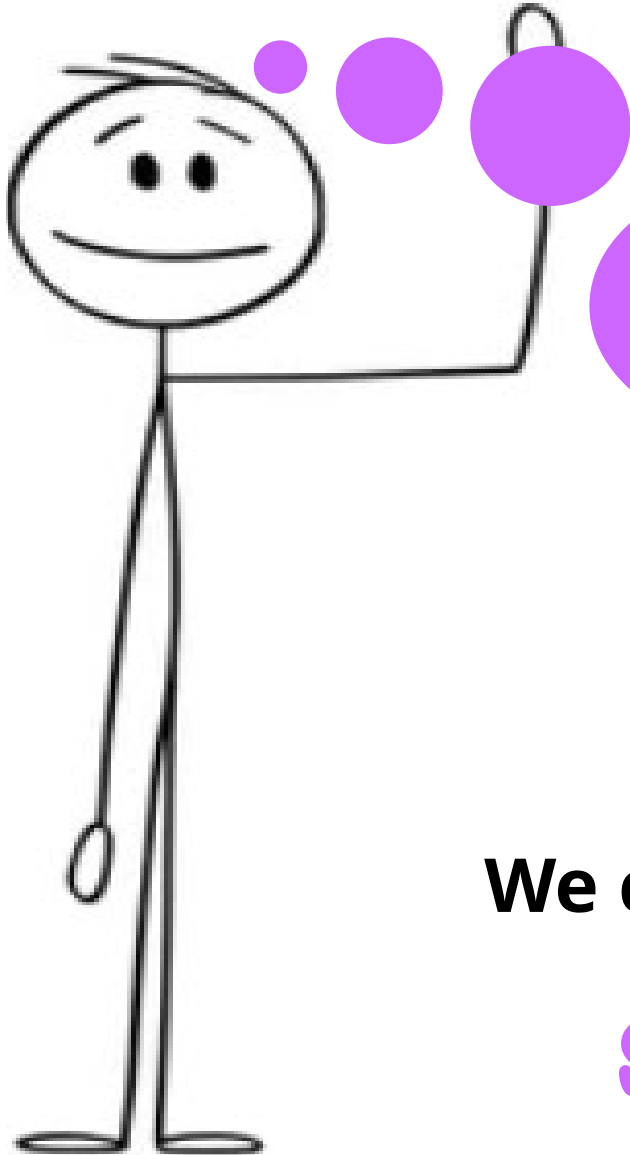
# Self-Awareness and Your Thoughts about Your SPIN

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

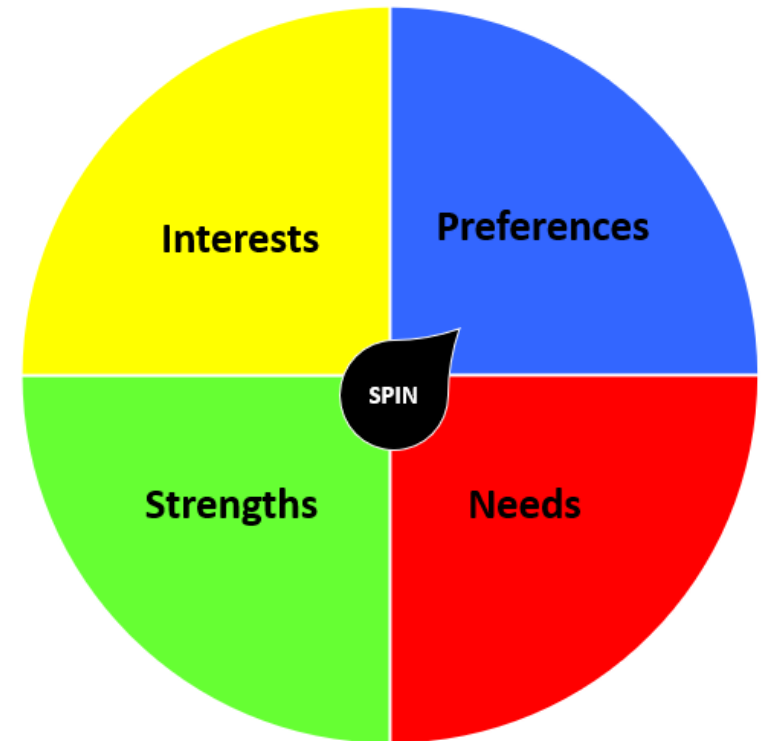
*What are some of  
your examples?*



# Preferences

## Preferences: What helps and works for me to think, focus work, or learn

- Being around people vs. being alone
- Warm temperatures vs. cold temperatures
- New situations vs. familiar situations



*What are some of your examples?*

# Interests

## Interests are...

### Things I enjoy

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



*What are some of your examples?*



# Needs

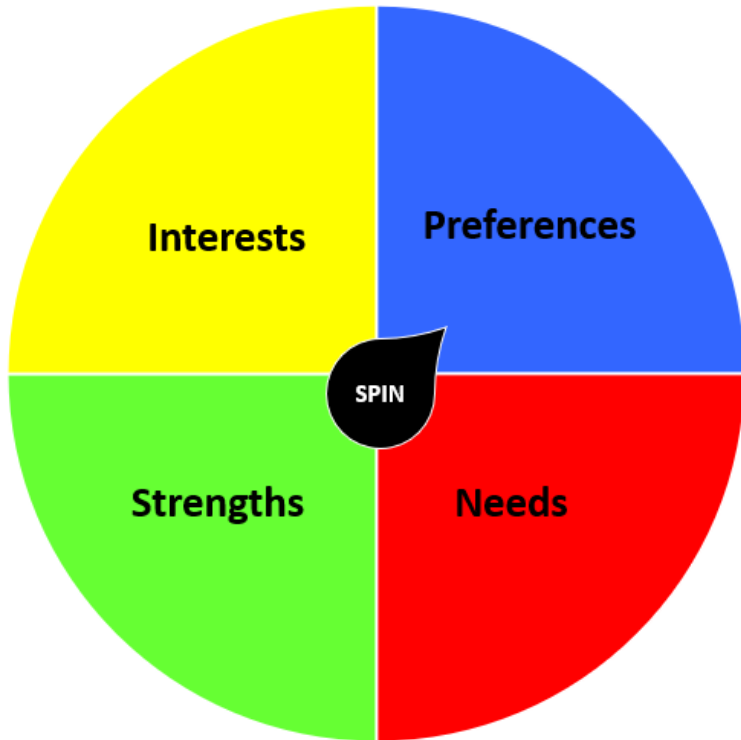
## Needs: what helps me? What supports do I need?

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



*What are some of your examples?*

# Using your SPIN

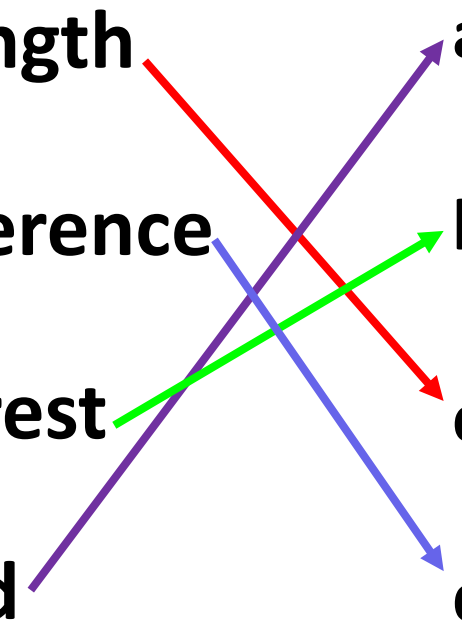


- In my Individualized Education Program (IEP) meetings
- At home to do more on my own and take more responsibility
- In the community in becoming more independent

*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. Having a visual helps me stay on task
- b. I like to play soccer
- c. I am good at math
- d. I want to be around people who respect me
- 

# 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



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)*



# Home Activities Checklist



## Youth Self-Determination Series-Home Activities Checklist

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

Name: \_\_\_\_\_ Date: \_\_\_\_\_

#### Home Activities Checklist

Use the checklist below to work through the assigned home activities for Session

1. We will discuss the home activities from Session 1 at Session 2.

Done	Activity
	<p>1. Complete the <a href="#">I'm Determined Self-Determination Checklist Student Self-Assessment</a></p> <ul style="list-style-type: none"><li>• Pick 2 things you scored a "1" on (rarely or never) or "2" (sometimes) and would like to work on</li></ul>
	<p>1. <a href="#">Download the One-Pager Template</a> (for SPIN-Strengths, Preferences, Interests, Needs)</p> <ul style="list-style-type: none"><li>• For additional information: Go to the <a href="#">I'm Determined One Pager</a> site on the One Pager, an overview video, and information and videos on each of the SPIN areas, and how to use the One Pager</li><li>• Available <a href="#">Implementation Guide</a> for the One Pager if needed (provides examples and guidance on completing the One Pager)</li><li>• Additional Resource: access the <a href="#">One Pager Web App</a>: interactive web-based application which aligns with the I'm Determined website resources. The student will need to create a login</li></ul>

## Out of Class Activity-1

- 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-2

- 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

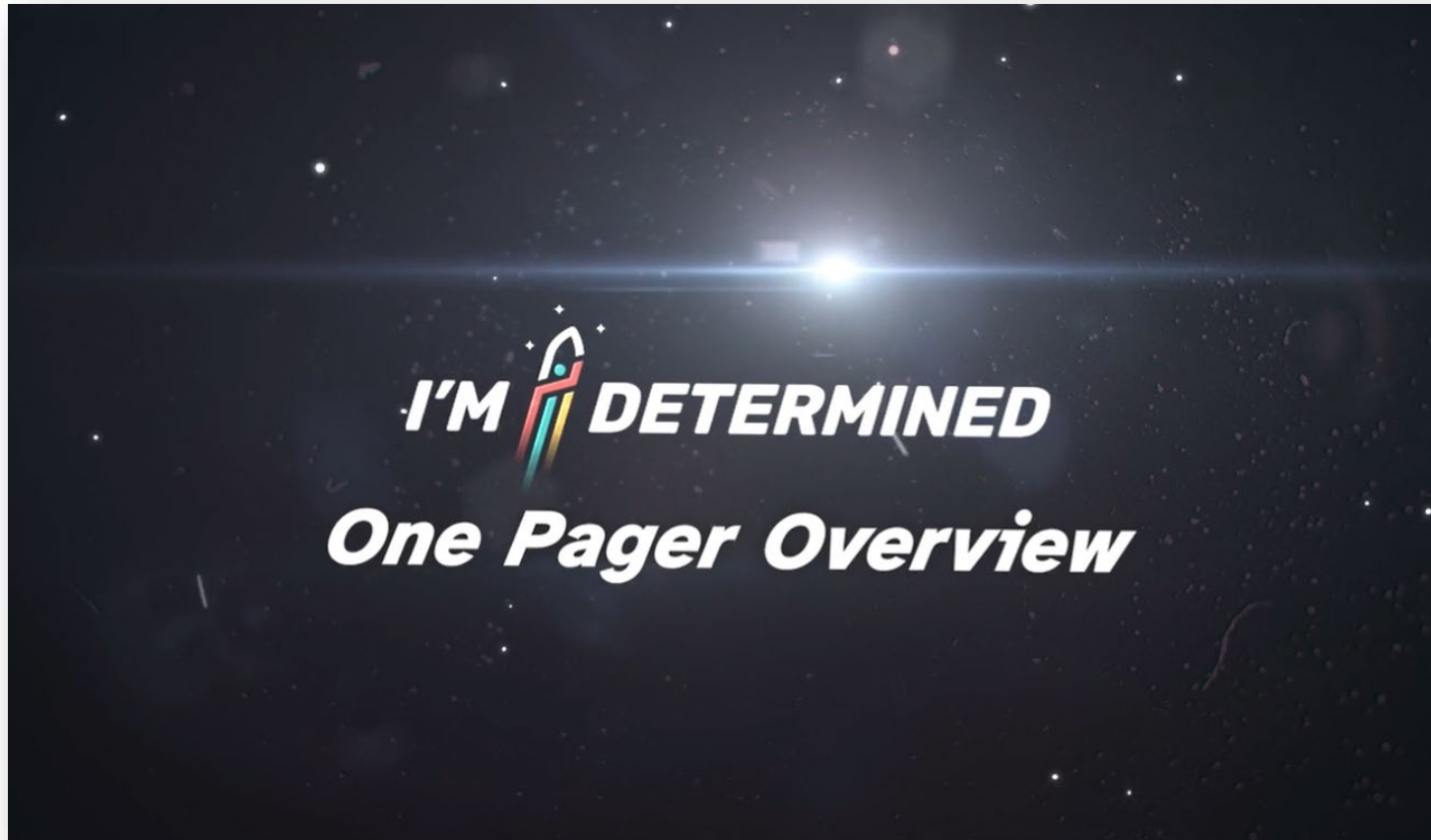
My Preferences

My Needs

## Out of Class Activity-3

- Written or complete with pictures

# One-Pager Video Overview



# 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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 MichiganAlliance



For more information visit:  
<https://www.michiganallianceforfamilies.org>

Call: 800-552-4821

En Español 313-217-1060

Statewide Email: [info@michiganallianceforfamilies.org](mailto:info@michiganallianceforfamilies.org)



# 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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