


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 have ice cream or cake? 



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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



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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



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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)



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When we problem-solve, we look at:

- Making my best guess
- 2 or more choices, and then pick the best option



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Review

The decision-making process includes how many steps?

- A. 1
- B. 5

- 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)



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Review

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

- False



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Review

When we get stuck, 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



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Review

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

- Usually-BIG deals



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Review



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

- True

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Review

Decision-making includes problem-solving (true or false)

- This is true!



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Some places I can make decisions are:

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



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Home Activity

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



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Goal-Setting

Involves thinking
about the future



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What is a Goal?



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

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Why is Goal-Setting Important?

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



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Where Can We Set Goals?

- Home
- School
- In the community
- Employment
- Any where you want to set a goal



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Goal-Setting Can Be Hard

- Not sure what a goal is
- Knowing how to set goals
- Deciding on a goal
- Getting started on a goal
- Working on the goal
- Updating progress on goals
- Giving it time-may take some time to reach the goal



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Timing of Goals

- **Long-term (longer goals):** something *farther* in the future (*more than 2 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



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Timing of Goals

- **Short-term (shorter goals):** something in the *nearer* future (*2 months or less*)
 - Pass a class, get a job, get a haircut
 - May be part of a longer-term goal



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Different for Everyone



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

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What Type of Goal Is It?

- | | |
|---|-------------------|
| Take a vacation to Europe | ✓ Long-term |
| Get a C on my test next week | ✓ Short term goal |
| Use a calendar with reminders | ✓ Short-Term goal |
| Get a part-time summer job | ✓ Long-Term goal |
| Taking breaks to reduce anxiety in new situations | ✓ Short term goal |
| Get a bachelor's degree | ✓ Long-term goal |

• Long-Term Goals=Over 2 month to reach
• Short-Term Goals=1-2 months to reach

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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
- Getting a degree in computer science
 - Long-term goal
- Complete my SPIN one-pager
 - Short-term goal



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Start Small with Setting Goals

- Pick a short-term and easier goal
- Think about something you want to do or get better at
- Easy to know you have reached the goal



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Characteristics of Setting a Goal



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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



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Short—Term Goal Example
Step 1

1. Decide on your goal

- Something I want to do (**SPECIFIC**)
- 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

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

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Step 2

2. Decide on when you want to reach your goal with a date

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

Example: *I will start making my haircut appointments by March 1, 2025*



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Step 3

3. Make a plan to meet the goal

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

To reach my goal, I will do these 4 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 practice (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
4. I will put it on my calendar (or ask my mom to put it on her calendar)



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Step 4

4. Decide on how you will know you reached your goal.

- When I complete all 4 steps.

Example: I will know I reached my goal when I do all 4 steps and have an appointment scheduled with Katy and written on my (or my mom's) calendar.



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Meeting my Goal

- 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 each of my goal steps
2. I will feel good about myself for scheduling my own appointment



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Problems with the Goal

- Things that might give me problems meeting my goal

How will you handle these things?

1. Katy might not be available to cut my hair when I am available
2. I didn't like the cut last time that Katy did



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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?

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In Goal-Setting

Short-term goals usually take about a year to reach (true or false)

- False-usually less than 2 months for short-term goals




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Goal-Setting and Your SPIN

- Personal, school, employment and future goals
- IEP goals to improve areas that are hard and need supports
- Self-determination goals to become more independent
- Use your SPIN to think about new goals



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Goal-Setting Sample 1 Layout

Goal Setting Worksheet

Name: _____
Date: _____

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

Goal should be SMART:

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

Types of Goals:

- Short term goals take a few days to 3 months to complete
- Long term goals take over 6 months

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Goal-Setting Sample 1 Layout (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 to: _____ Long Term Goal _____ Short Term Goal
My goal is to: Make my own haircut appointments to become more independent.

2. (TIMED) My goal will be completed by:
Date: March 1, 2025

3. (MEASURED) To reach my goal, I will do these 3 things:
1. I will check Katy's schedule online for the next month (giving my right to see when she can cut my hair and find a date she is available, and I am available too)
2. I will practice (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 or my mom can put it on her 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 on my mom's 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 every one of my goal steps and making sure it is on my calendar or her calendar.
2. I will feel good about myself for scheduling my own appointment and it is something new I am doing to be more independent and self-determined.

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 so I'll talk to my mom about helping me with this.

Goal should be SMART:

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

Types of Goals:

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


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Goal-Setting

Sample 2 Layout

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

I'M DETERMINED

Scan code for more guidance, videos, and resources.
For additional resources visit www.michigan.gov/families





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Goal-Setting

Sample 2 Layout

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
To go to my IEP meeting in April 2025.	1. I go to my IEP meeting in April 2025. 2. I can talk about my SPIN (strengths, preferences, interests, and needs) during the IEP. 3. I can help set 1 goal about one of my needs.	1. Complete my SPIN form with my strengths, preferences, interests, and needs by February 15, 2025. 2. Decide on a goal I think is important for my IEP from one of the needs on my SPIN.	1. My parents 2. My resource teacher

I'M DETERMINED


Scan code for more guidance, videos, and resources.
For additional resources visit www.michigan.gov/families

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Goal-Setting

Sample 3 Layout
(from I'm Determined and the ARC Toolkit)

GOAL PLAN


Name: _____ Date: _____

My Goal <div style="height: 50px;"></div>	Next Step to Reach my Goal <div style="height: 50px;"></div>
Outcomes <div style="display: flex; justify-content: space-between;"> <div style="width: 30%; height: 40px;"></div> <div style="width: 30%; height: 40px;"></div> <div style="width: 30%; height: 40px;"></div> </div>	People Who Can Support Me to Reach My Goal <div style="height: 50px;"></div>

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Goal-Setting Video-Example Using Sample 3 Layout

<https://imdetermined.org/tool/goal-plan/>

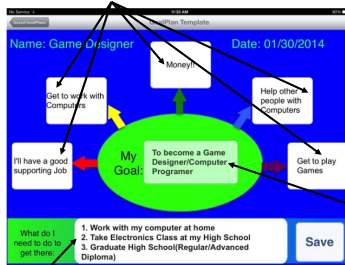


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Another Type of Goal-Setting Form

[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

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Locus of Control (Self-Belief)



I control my own destiny
(or future)

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Internal Locus of Control My Future Belongs to Me (Self-Belief)

Is about believing...

- You have control over your future
- Your thoughts (positive versus negative) about you affects what you do and how you act
- You accept and adjust to your disability
- You are responsible for you and how you act
- Your success is because of your efforts



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Benefits of Self-Belief

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

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



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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"



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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



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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!



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 CANT do
 - I can't....I _____
 - I won't....I _____
 - I don't....I _____
 - I didn't....I _____

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Who Controls What

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?



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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!



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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—you are an important part of decision-making, problem-solving, and goal setting for your future
- Keep working on self-determination—it takes time

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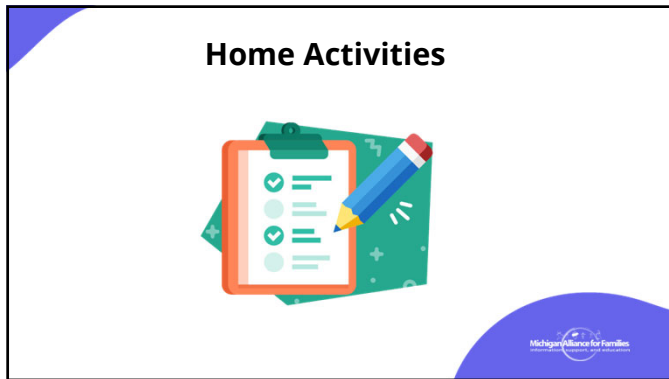
Employment Preparation

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

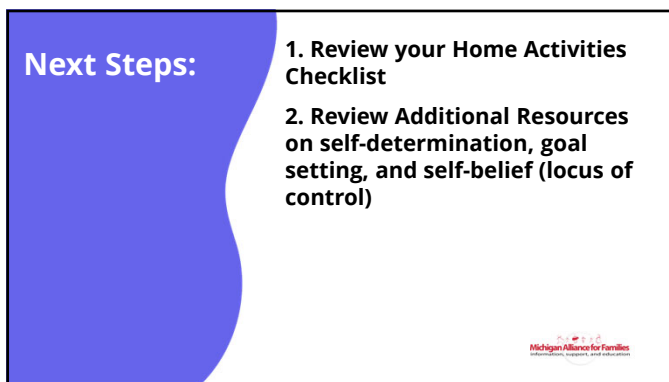
- Use programs and agencies who can support us:
 - [Michigan Rehabilitation Services \(MRS\)](#) and [Bureau of Services for Blind Persons \(BSBP\)](#)
 - Eligibility: IEP, 504 Plan, diagnosed disability
 - No cost for services
 - Employment training, work-based learning, job shadows, job coaching, and 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

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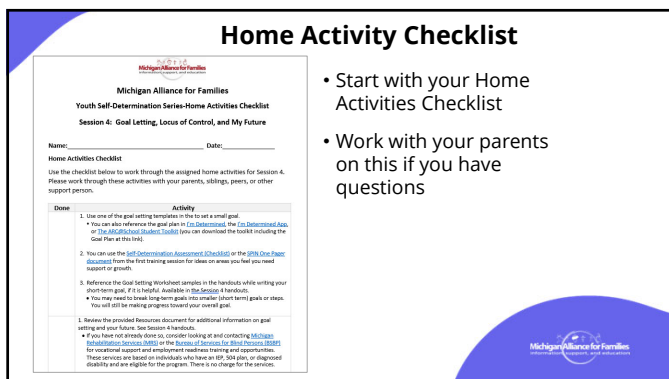
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55




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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.




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We are here to support you!

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For more information visit
www.michiganallianceforfamilies.org

Call 800-552-4821
 En Español 313-217-1060
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