





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

Stacie Rulison, Facilitator



1

Ground Rules

-  Cameras on when possible
-  Use chat or raise hand to talk (Zoom or actual hand)
-  Listen to better understand
-  Ask questions



2

Introductions in Chat

Your Name



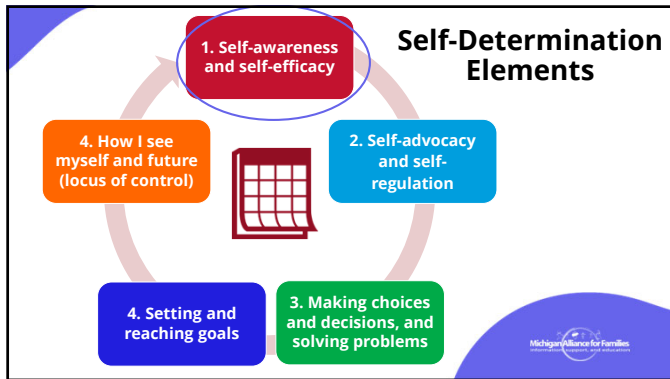
Town You Live In



Favorite thing to do in your spare
time



3



4

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

Michigan Alliance for Families

5

Self-determination means...

- A. Waiting for my parents or teachers to tell me what to do.
- B. Getting help from other people I trust then making my own decision. never needing help.
- C. I should never need help in making decisions.

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

Michigan Alliance for Families

6

Self-Determination




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




7

Self-Determination



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



8

Self-Determination



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



9



Where can we be self-determined?

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



10



**We use self-determination
EVERYWHERE!**

11

Self-Awareness and Thoughts

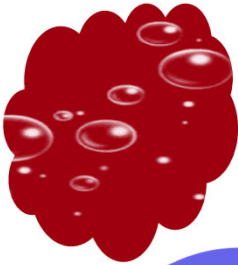



12

Thoughts

Our **thoughts** help us be more **self-aware**

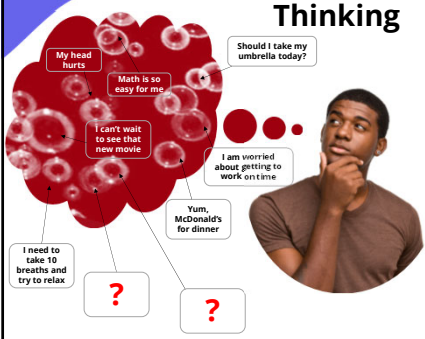

Thoughts are like bubbles that pop in and out of our heads with ideas, memories, feelings, and actions

13

Thinking

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

14

Knowing about Me

I know myself better when I **think** about...

- What **I** am feeling
- What **I** like to do (my interests)
- What **I** am good at (my strengths)
- What **I** need to work on (my areas to grow)
- What supports **I** need
- How **my** disability might make some things harder
- How **my** actions can affect others




15

Other people...

- A. Always have the same thoughts as me
- B. Always have different thoughts than me
- C. Can have the same or different thoughts than me

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



Michigan Alliance for Families
Supporting Families, Strengthening Communities

16

My Thoughts-Your Thoughts

- I have **my own** thoughts
- Other people have **their own** thoughts
- Sometimes we have the **same thoughts**
- Many times, we have **different thoughts**



Michigan Alliance for Families
Supporting Families, Strengthening Communities

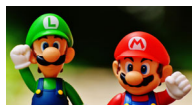
17

My Thoughts-Your Thoughts

- I like pizza with only pepperoni



- I don't like to play Mario



Michigan Alliance for Families
Supporting Families, Strengthening Communities

18

My Thoughts-Your Thoughts

- I love to make a snowman



- Math is so easy for me

$$6 - 1 \times 0 + 2 \div 2 = ?$$

Michigan Alliance for Families
Empowering Families. Inspiring Change.

19

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!)

Michigan Alliance for Families
Empowering Families. Inspiring Change.

20

Your SPIN



SPIN=
Strengths
Preferences
Interests
Needs

Michigan Alliance for Families
Empowering Families. Inspiring Change.

21

Thinking about our SPIN



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

Michigan Alliance for Families
Empowering Families. Growing Futures.

22


Strengths

Strengths are...

- What I am good at

Examples:

- Staying with the routine
- Finishing tasks independently
- Helping with chores
- Organizing my bedroom
- Using the computer
- English class



Michigan Alliance for Families
Empowering Families. Growing Futures.


23

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 vs. button jeans
- Soft bed vs. firm bed



Michigan Alliance for Families
Empowering Families. Growing Futures.

24

Interests

Interests are...
Things I enjoy

Examples:

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

25

Needs

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

Examples:

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

26

Where to use 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

27

Self-Awareness


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

Strength	a. Using a checklist to organize my day
Preference	b. I like to play video games
Interest	c. I am good at art
Need	d. I want to be around people who give me choices




28

Self-Awareness




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

Preference!



29

Self-Confidence (Self-Efficacy)




YEAH, I CAN DO THAT




30

Self-confidence is believing in yourself...



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



31

Self-Confidence


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






32

Video on Self-Confidence



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



33

How to increase your self-confidence

- Use positive words or (positive self-talk)
- Focus on your strengths 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



34

Self-Confidence

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




35

Home Activities (Review Next Week)



36



Home Activities Checklist


Youth Self-Determination Series-Home Activities Checklist

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

Name: _____ Date: _____

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


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



Out of Class Activities

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

37



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 guide to rate the statements below:

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


Rating	Statement
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 identified 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 want, what I like and what I enjoy doing.
3 2 1	I tell others about I want, 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 at 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, hygiene, 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


38



Self-Determination One-Pager

Name: _____
Teacher's Date: _____

My Strengths	My Interests
My Preferences	My Needs



Out of Class Activity-2

- Written or complete with pictures

39

One-Pager Video Overview

40

Your Actions for Next Week:

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

41

We are here to support you!

@MichiganAllianceForFamilies

@michiganallianceforfamilies

/MichiganAlliance

For more information visit

www.michiganallianceforfamilies.org

Call 800-552-4821

En Español 313-217-1060

لغة العربية 248-963-0607

Statewide Email: info@michiganallianceforfamilies.org

42

14

Michigan Alliance for Families

Michigan Alliance for Families is an IDEA Grant Funded Initiative of the Michigan Department of Education, Office of Special Education (MDE-OSE); the Michigan Department of Lifelong Education, Advancement, and Potential (MILEAP); and Michigan's Federal Parent-Training and Information Center (PTIC) funded by the U.S. Department of Education, Office of Special Education Programs(OSEP).

www.michiganallianceforfamilies.org
1-800-552-4821
info@michiganallianceforfamilies.org

MICHIGAN


Department of Education

MILEAP

Michigan Department of Lifelong Education, Advancement, and Potential

early on

MICHIGAN



Michigan Alliance for Families

and Communities

In collaboration with

