

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

Stacie Rulison, Facilitator

**Michigan Alliance for Families**  
Information, support, and education

---

---

---

---

---

---

**Welcome Back**

Your Name 

 Todays question: would you rather have ice cream or cake ? 

**Michigan Alliance for Families**  
Information, support, and education

---

---

---

---

---

---

**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

**Michigan Alliance for Families**  
Information, support, and education

---

---

---

---

---

---

## 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




---



---



---



---



---



---



---

1. Self-awareness and self-efficacy

### Self-Determination Elements

4. How I see myself and future (locus of control)



2. Self-advocacy and self-regulation

4. Setting and reaching goals

3. Making choices and decisions, and solving problems




---



---



---



---



---



---



---

## When we problem-solve, we look at:

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




---



---



---



---



---



---



---

## 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)



Michigan Alliance for Families  
Michigan Department of Education

---

---

---

---

---

---

## Review

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

- False**



Michigan Alliance for Families  
Michigan Department of Education

---

---

---

---

---

---

## 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



Michigan Alliance for Families  
Michigan Department of Education

---

---

---

---

---

---

## Review

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

- **Usually-BIG deals**



Michigan Alliance for Families  
Financial Literacy and Education

---

---

---

---

---

---

## Review

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

- **True**



Michigan Alliance for Families  
Financial Literacy and Education

---

---

---

---

---

---

## Review

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

- **This is true!**



Michigan Alliance for Families  
Financial Literacy and Education

---

---

---

---

---

---

**Some places I can make decisions are:**

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



Michigan Alliance for Families  
Financial Literacy and Education

---

---

---

---

---

---

---

**Home Activity**

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



Michigan Alliance for Families  
Financial Literacy and Education

---

---

---

---

---

---

---

**Goal-Setting**

Involves thinking about the future



Michigan Alliance for Families  
Financial Literacy and Education

---

---

---

---

---

---

---

## 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



## Why is Goal-Setting Important?

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



## Where Can We Set Goals?

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



## Goal-Setting Can Be Hard

- Not sure what a goal is
- 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



Michigan Alliance for Families  
Improving Lives. Improving Families.

---



---



---



---



---



---

## 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

Michigan Alliance for Families  
Improving Lives. Improving Families.

---



---



---



---



---



---

## 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

Michigan Alliance for Families  
Improving Lives. Improving Families.

---



---



---



---



---



---



## Different for Everyone



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

Michigan Alliance for Families  
Michigan Department of Education

---



---



---



---



---



---

## 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 months to reach  
• Short-Term Goals=1-2 months to reach

Michigan Alliance for Families  
Michigan Department of Education

---



---



---



---



---



---



---



---

## 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




---



---



---



---



---



---



---



---

## Start Small with Setting Goals

- Pick a short-term and easier goal
- Think about something you want to do or get better at



Michigan Alliance for Families  
Michigan Department of Education

---



---



---



---



---



---

### Steps to Setting a Goal

1. Decide on your goal
2. Decide what will happen when you reach your goal
3. Decide on 2-3 things you need to do so you can reach your goal
4. Decide who can help you reach your goal

Michigan Alliance for Families  
Michigan Department of Education

---



---



---



---



---



---

## Short—Term Goal Example

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



Michigan Alliance for Families  
Michigan Department of Education

---



---



---



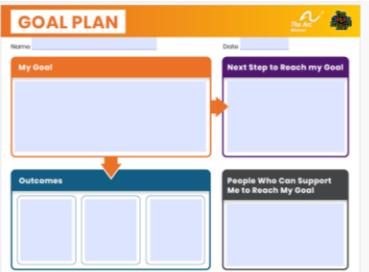
---



---



---



**GOAL PLAN**

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

**My Goal**

**Next Step to Reach my Goal**

**Outcomes**

**People Who Can Support Me to Reach My Goal**

## Goal-Setting

**Sample 1 Layout**  
(from I'm Determined and the ARC Toolkit)

Michigan Alliance for Families  
Michigan Department of Education

---

---

---

---

---

---

---

## Step 1. Decide on my goal

**My Goal**

I want to start making my own haircut appointments with Katie.

Michigan Alliance for Families  
Michigan Department of Education

---

---

---

---

---

---

---

**Outcomes**

I will learn how to make my own haircut appointments

I will learn how to put an appointment on the calendar

I will make my own haircut appointments from now on

**Step 2:**

**What will happen when I reach my goal.**

Michigan Alliance for Families  
Michigan Department of Education

---

---

---

---

---

---

---

**Next Step to Reach my Goal**

1. Have my mom help me write down what I need to say to Katie when I call  
 2. Practice with my mom at least three times going through how I will do the call.  
 3. Call Katie and schedule the appointment.  
 4. Put it on my phone calendar with a reminder the day before the appointment  
 5. Have my mom will put it on her calendar too.

**Step 3. Decide on 2-3 things I need to do so I can reach my goal**

---



---



---



---



---

**People Who Can Support Me to Reach My Goal**

1. My mom can help me write down what I need to say.  
 2. My mom can practice with me going through the call  
 3. I can ask my sister to practice calling Katie one time before I call her

**4. Who can help me reach my goal?**

---



---



---



---



---

**Knowing you met Your Goal**

- When I finish doing what I said I would do in my goal.
  - I make my own appointment for a haircut.*



**Michigan Alliance for Families**  
Improving Lives. Improving Families. Improving Communities.

---



---



---



---



---

## How to Keep Working on My Goal

- Having someone to help me and check my goal information as I work to meet my goal
- I can feel good about doing things on my own.
  - I can ask my mom to help me with finding a time for the appointment, putting it on my calendar, and what to say to Katie



Michigan Alliance for Families  
Improving Lives. Improving Families.

---



---



---



---



---



---

## Problems with meeting my Goal

Things that might give me problems meeting my goal.

- I can't control other people's schedules or actions.
- Katie might not be available to cut my hair when I am available



Michigan Alliance for Families  
Improving Lives. Improving Families.

---



---



---



---



---



---

## 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?

Michigan Alliance for Families  
Improving Lives. Improving Families.

---



---



---



---



---



---

## 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



Michigan Alliance for Families  
Information, Advocacy, and Education

---



---



---



---



---



---



---

## Goal-Setting and Your SPIN

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



Michigan Alliance for Families  
Information, Advocacy, and Education

---



---



---



---



---



---



---

## 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

Scan code for more guidance, videos, and resources.  
For additional resources visit [www.michiganallianceforfamilies.org/goals](http://www.michiganallianceforfamilies.org/goals)

**DETERMINED**

Michigan Alliance for Families  
Information, Advocacy, and Education

---



---



---



---



---



---



---

## Goal-Setting

### Sample 2 Layout

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

**Goal Plan**

Setting the goal is just the first step. Your progress will tell you about 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 will go to my IEP meeting in April 2025. 2. I can talk about my SPIN (strengths, preferences, interests, needs) during the IEP meeting. 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 one goal I can set about one of my needs from one of the needs on my SPIN.	1. My parents 2. My resource teacher

Scan code for more guidance, videos, and resources

**FM DETERMINED**

# Goal-Setting Sample 3 Layout

<p><b>SAMPLE-1</b> <u>Name:</u> _____</p> <p>Goal Setting Example</p> <p>1. My goal (PURPOSE) that you have the <b>ABILITY</b> to do and is <b>RELATED</b> to something about you</p> <p>My goal is to... Long-Term Goal: _____ Short-Term Goal: _____</p> <p>My goal is to</p> <p>When my next (short) appointment to become more independent.</p>	<p>4. I will know when I reached my goal because (or how will you know when you reach it)</p> <p>When I reach my goal I will know my goal is done if I have an appointment with my doctor and the date written on my calendar or my calendar is marked with a checkmark.</p>
<p>2. (TIMES) My goal will be completed by:</p> <p>Date: March 1, 2025</p>	
<p>3. (MEASURES) To reach my goal, I will do these 3 things:</p> <p>1. I will make sure I have my calendar and my doctor's office listed so I can call her and find a date if she is available, and I can make an appointment.</p> <p>2. I will practice my short calling with my mom before I call the real.</p> <p>3. I will talk with my mom to schedule an appointment with her and put it on my calendar on the day I can put it on her calendar.</p>	
<p>4. Things that will help me stick to my goal are:</p> <p>1. Having my mom help me check my goal information and checking my calendar to make sure my mom is there and making sure I am in my calendar or her calendar.</p> <p>2. I will had good reward myself for scheduling the appointment and it is something I like to do like go to the movies or have a meal.</p>	
<p>5. Things that might give me problems reaching my goal (think about this before you start working on your goal)</p> <p>1. My doctor is not available, so my mom will be available on 3/10 to my mom about helping me with this.</p>	
<p>6. Goals should be SMART:</p> <ul style="list-style-type: none"> <li>• Specific</li> <li>• Measurable</li> <li>• Achievable</li> <li>• Relevant</li> <li>• Time-based</li> </ul> <p>Types of Goals:</p> <ul style="list-style-type: none"> <li>• Short-term goals take a few days to 2-3 months to complete</li> <li>• Long-term goals take over 6 months.</li> </ul>	

## Locus of Control (Self-Belief)



I control my own destiny  
(or future)

Michigan Alliance for Families  
Michigan Department of Education

---



---



---



---



---



---

## 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



Michigan Alliance for Families  
Michigan Department of Education

---



---



---



---



---



---

## 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!**

Michigan Alliance for Families  
Michigan Department of Education

---



---



---



---



---



---

## 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"



Michigan Alliance for Families  
Michigan Department of Education

---



---



---



---



---



---

## 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



Michigan Alliance for Families  
Michigan Department of Education

---



---



---



---



---



---

### POSITIVE SELF-TALK For Self-Esteem



### 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 \_\_

Michigan Alliance for Families  
Michigan Department of Education

---



---



---



---



---



---

## 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?



Michigan Alliance for Families  
Michigan Department of Education

---



---



---



---



---



---



---



---

## 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!

Michigan Alliance for Families  
Michigan Department of Education

---



---



---



---



---



---



---



---

## 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

Michigan Alliance for Families  
Michigan Department of Education

---



---



---



---



---



---



---



---

## 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

 Michigan Alliance for Families  
Information, support, and education

---



---



---



---



---



---



---



---

## Home Activities



 Michigan Alliance for Families  
Information, support, and education

---



---



---



---



---



---



---



---

## Next Steps:

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

 Michigan Alliance for Families  
Information, support, and education

---



---



---



---



---



---



---



---

## Home Activity Checklist

**Michigan Alliance for Families**  
Youth Self-Determination Series Home Activities Checklist  
Session 4: Goal Setting, Locus of Control, and My Future

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

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**

1. Use one of the goal setting templates in the to set a small goal. [Michigan Alliance for Families Goal Setting Checklist](#) or [The Michigan Student Success Law](#) can download the tools including the goal setting tools.
2. You can use the [Comprehensive Assessment Checklist](#) in the first training module for ideas on areas you feel you need to work on.
3. Reference the Goal Setting Checklist sample in the Handouts while writing your own goal. If it's helpful, [Available in the Session 4 Handouts](#).
4. Keep a journal of your progress. You can use the journal to track your progress and keep goals in mind. You will be making progress toward your overall goal.
5. Review the provided Resources document for additional information on goal setting and resources.
6. If you have not already done so, consider looking at and contacting Michigan Alliance for Families (MAF) for additional resources and support. MAF offers vocational support and employment readiness training and resources. These services are free and available to individuals with developmental disabilities and are eligible for the services. There is no charge for the services.

**Michigan Alliance for Families**  
Information, Advocacy, and Education

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

---



---



---



---



---



---



---



---



---

## Every One of You Are Amazing

**You are AMAZING**  
**You are BRAVE**  
**You are STRONG**

**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.**

**Michigan Alliance for Families**  
Information, Advocacy, and Education

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  
 @michiganallianceorfamilies  
 /MichiganAlliance

For more information visit [www.michiganallianceforfamilies.org](http://www.michiganallianceforfamilies.org)

Call 800-552-4821  
En Espanol 313-217-1060  
248-963-0607 للإنجليزية  
[info@michiganallianceforfamilies.org](mailto:info@michiganallianceforfamilies.org)

**Michigan Alliance for Families**  
Information, Advocacy, and Education




---



---



---



---



---



---



---



---



---

**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 (MLEAP); 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](http://www.michiganallianceforfamilies.org)  
1-800-552-4821  
[info@michiganallianceforfamilies.org](mailto:info@michiganallianceforfamilies.org)

**MICHIGAN**  
Department of Education  
**MLEAP**  
Michigan Lifelong Education, Advancement, and Potential  
**early on**  
**MICHIGAN**

**Michigan Alliance for Families**

