

Self-Determination:

Goal Setting and Planning My Future (Locus of Control)

Stacie Rulison, Facilitator



Welcome Back

Your Name



Today's question: would you rather have ice cream or cake ?



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 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)



When we problem-solve, we look at:

- A. Making my best guess
- B. 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)**



Review

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

- **False**



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



Review

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

- **Usually-BIG deals**



Review



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

- **True**

Review

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

- **This is true!**



Some places I can make decisions are:

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



Home Activity

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



Goal-Setting

Involves thinking
about the future



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



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





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

Different for Everyone



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

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**

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

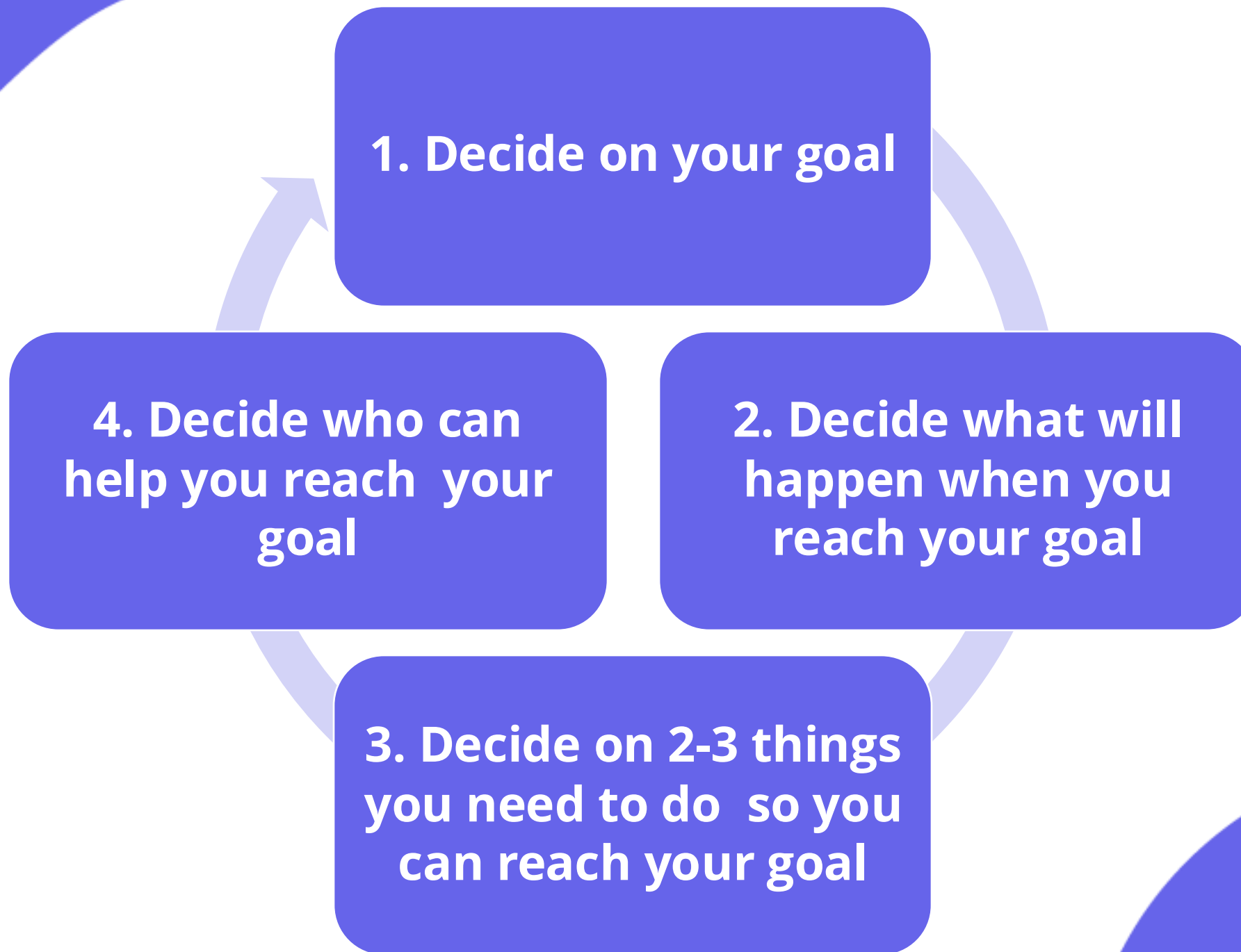


Start Small with Setting Goals

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



Steps to Setting a Goal



Short—Term Goal Example



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



Goal-Setting

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

GOAL PLAN



Name

Date

My Goal

Next Step to Reach my Goal

Outcomes

People Who Can Support Me to Reach My Goal

Step 1. Decide on my goal

My Goal

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

Outcomes

**I will learn
how to
make my
own haircut
appoint-
ments**

**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.**

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.*



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



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



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?

In Goal-Setting

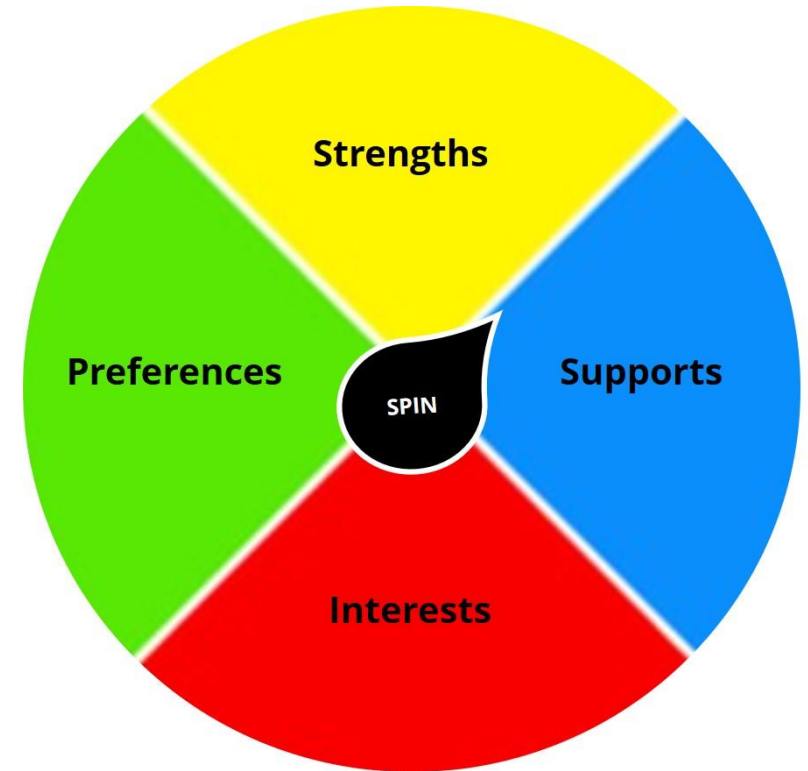
Short-term goals usually take about a year to reach (true or false)

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



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



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



Resource provided by I'm Determined, a state-directed project funded by the Virginia Department of Education.
©2016-2022 I'm Determined. All rights reserved.


Scan code for more guidance, videos, and examples.
For additional resources visit www.imdetermined.org/resources.



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.	<ol style="list-style-type: none">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.	<ol style="list-style-type: none">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.	<ol style="list-style-type: none">1. My parents2. My resource teacher

I'M DETERMINED

Scan code for more guidance, videos, and examples. 

Goal-Setting Sample 3 Layout

Goal Setting Worksheet

Sample 1

Name: _____

Date: _____

1. My goal (**S**PECIFIC goal you have the **A**BILITY to do and is **R**ELATED to something about you)

My goal is a: ____Long-Term Goal ____Short-Term Goal (you may need to break Long-Term Goals into Short-Term goals)

My goal is to:

2. (**T**IMED) My goal will be completed by:

Date:

3. (**M**EASURED) 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):

All Goals should be **SMART**

- **S**pecific: exactly what you plan to do
- **M**easured: you know when you met the goal
- **A**bility: I know I can meet this goal
- **R**elated: it is about me and what I want and need
- **T**imed: there is a beginning and ending time for the goal

Types of Goals:

- Short-term goals take a few days to 1-2 months to complete
- Long-term goals take over 2 months

Goal-Setting Sample 3 Layout (Example)

SAMPLE-1

Name: _____
Date: _____

Goal Setting Worksheet-Example

1. My goal (**S**PECIFIC goal you have the **A**BILITY to do and is **R**ELATED to something about you)

My goal is a: ____Long-Term Goal ____X____Short-Term Goal

My goal is to:

Make my own haircut appointments to become more independent.

2. (**T**IMED) My goal will be completed by:

Date: March 1, 2025

3. (**M**EASURED) To reach my goal, I will do these 3 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 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 or 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.



All Goals should be **SMART**

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

Types of Goals:

- **Short-term** goals take a few days to 1-3 months to complete
- **Long-term** goals take over 3 months

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 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



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!



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”



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



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?

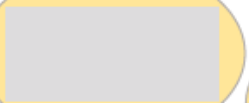
Things didn't work out for me, but I can still look on the *bright side*.

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!



© 2019 MyLemarks LLC. All Rights Reserved.
For more resources, visit www.mylemarks.com

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___

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?



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!

Wrapping Up-What's Next?

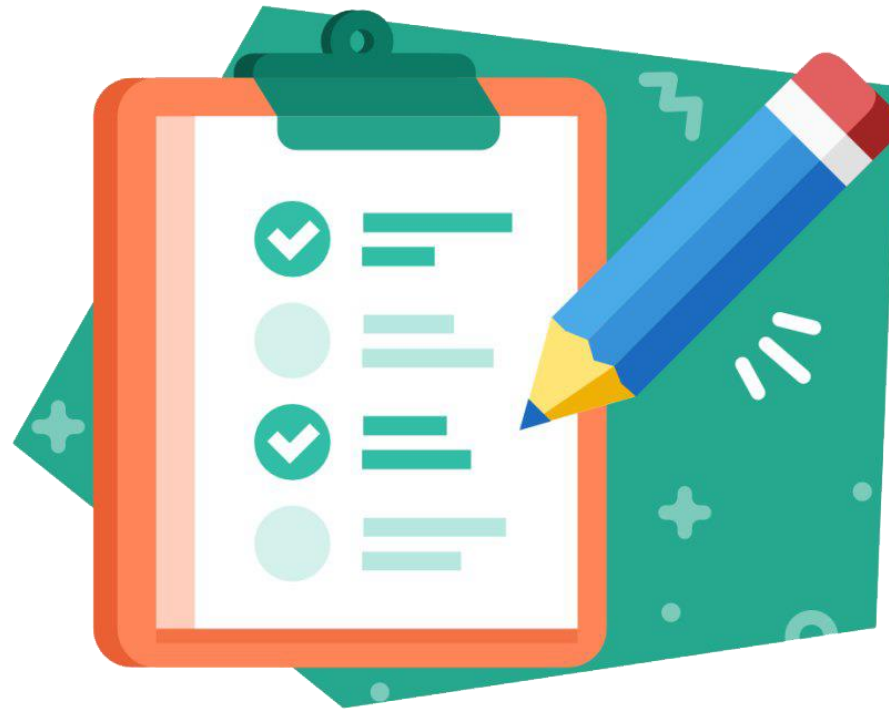
- Think about the future-now
- Take part in your IEP and planning for your life
- Set small goals toward independence, and follow them; when you meet one goal, set the next one and keep working on them
- Believe in yourself—you are an important part of decision-making, problem-solving, and goal setting for your future
- Keep working on self-determination—it takes time

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



Next Steps:

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

Home Activity Checklist



Michigan Alliance for Families

Youth Self-Determination Series-Home Activities Checklist

Session 4: Goal Letting, Locus of Control, 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
	<ol style="list-style-type: none">1. Use one of the goal setting templates in the to set a small goal.<ul style="list-style-type: none">• You can also reference the goal plan in I'm Determined, the I'm Determined App, or The ARC@School Student Toolkit (you can download the toolkit including the Goal Plan at this link).2. You can use the Self-Determination Assessment (Checklist) or the SPIN One Pager document from the first training session for ideas on areas you feel you need support or growth.3. Reference the Goal Setting Worksheet samples in the handouts while writing your short-term goal, if it is helpful. Available in the Session 4 handouts.<ul style="list-style-type: none">• You may need to break long-term goals into smaller (short term) goals or steps. You will still be making progress toward your overall goal.
	<ol style="list-style-type: none">1. Review the provided Resources document for additional information on goal setting and your future. See Session 4 handouts.<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

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



@michiganallianceforfamilies



/MichiganAlliance

For more information visit

www.michiganallianceforfamilies.org

Call 800-552-4821

En Español 313-217-1060

لغة العربية 248-963-0607

info@michiganallianceforfamilies.org



Michigan Alliance for Families

In collaboration with



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

