

Self-Determination Overview, Self-Awareness, and Self-Efficacy (also called Self-Confidence)

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Ground Rules



Cameras on when possible



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



Listen to better understand



Ask questions

Introductions in Chat

Your Name



Town You Live In



Favorite thing to do in your spare time



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)



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. 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)

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.

Where can we be self-determined?

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





**We use self-determination
EVERYWHERE!**

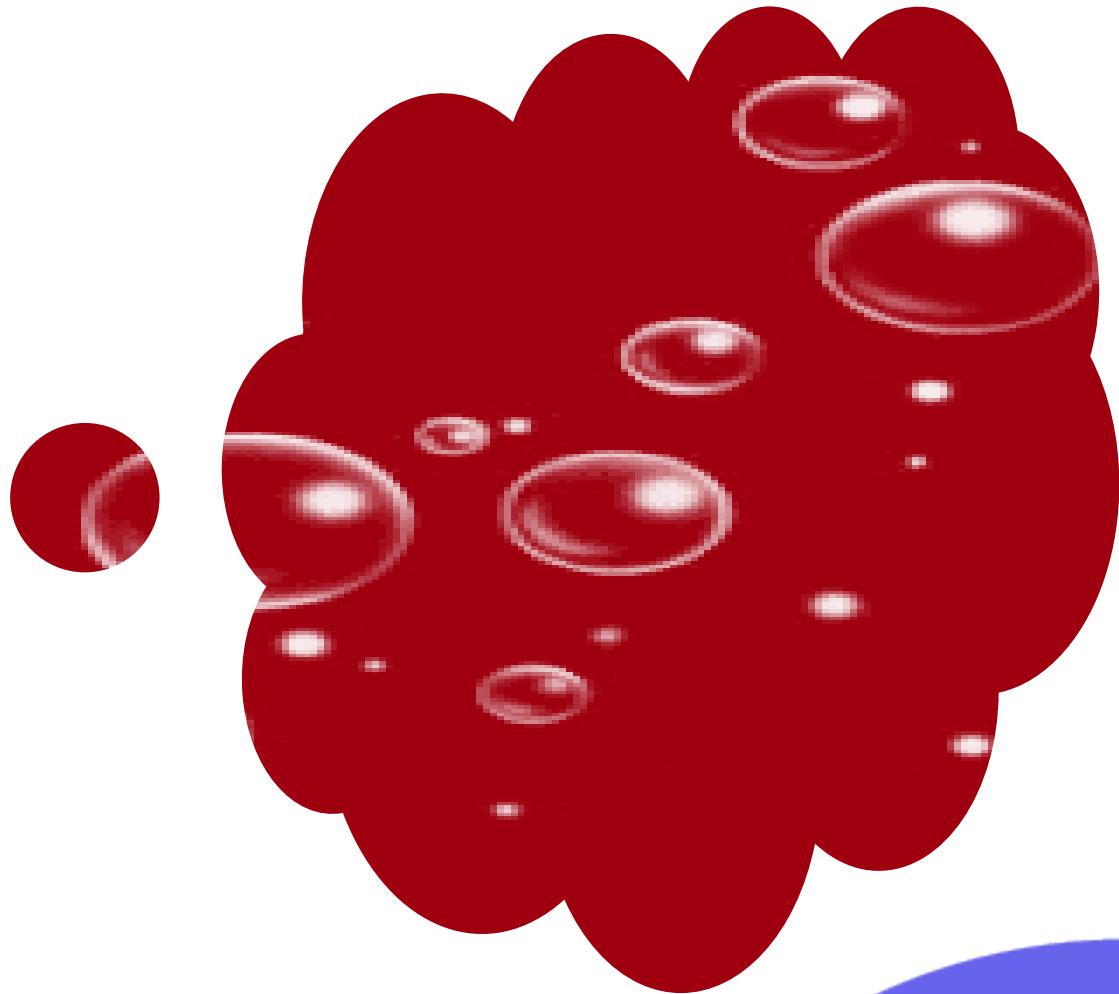
Self-Awareness and Thoughts



Thoughts

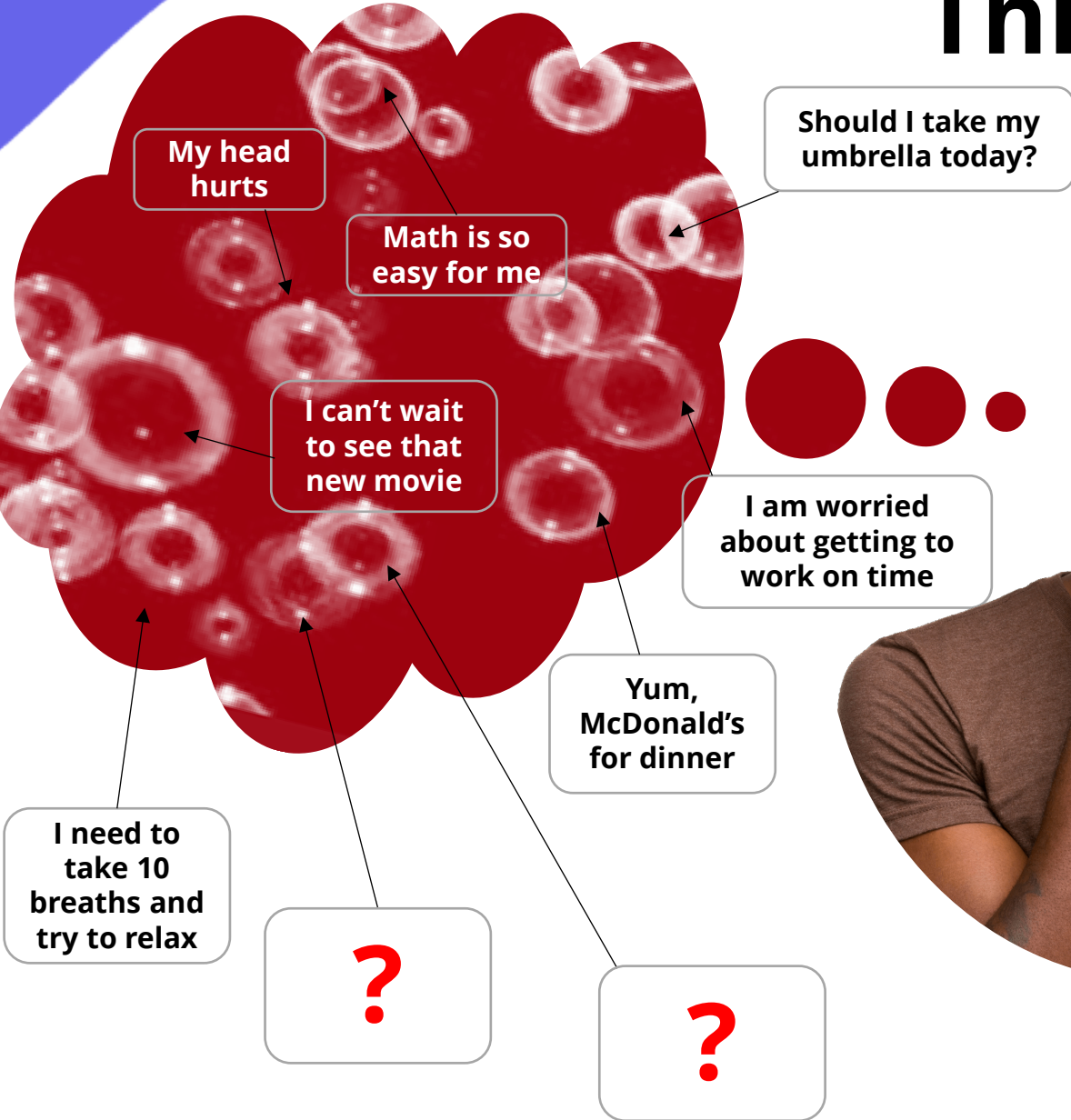
Our **thoughts** help
us be more **self-**
aware

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



Thinking

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



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



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!)

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**



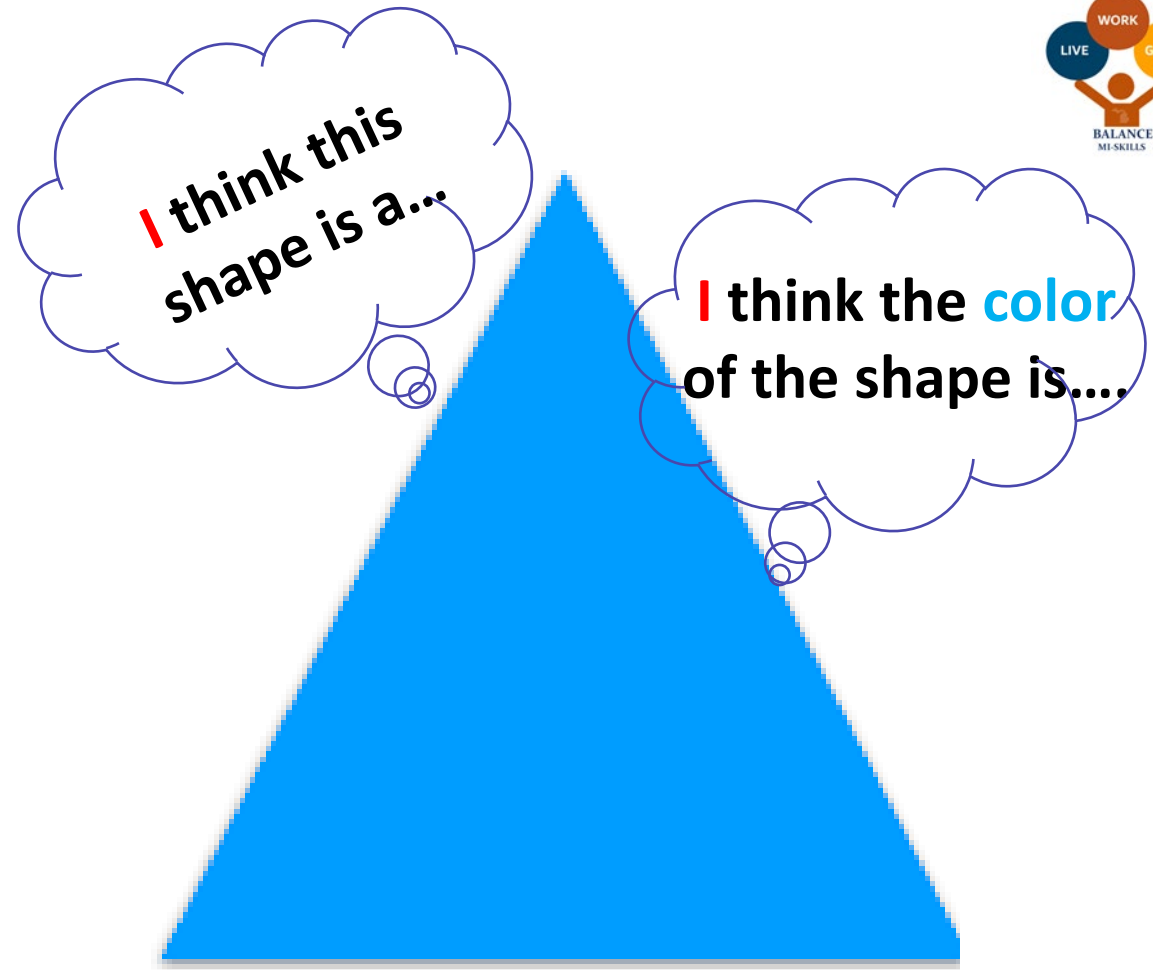
Different thoughts

- What do **YOU** think...
 - What is this food?
 - What flavor is the food?
 - This food tastes good and or tastes bad?
- Different people have different thoughts



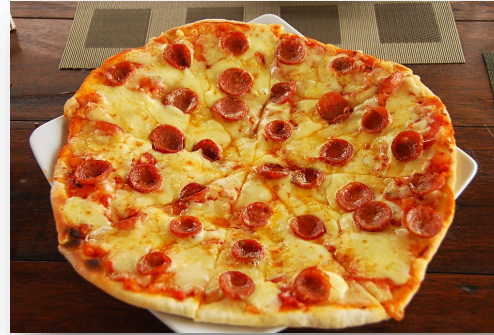
Different thoughts

- What do **YOU** think...
 - This shape is?
 - What color the shape is?
- Do we have the same thoughts on this?



My Thoughts-Your Thoughts

- I like pizza with only pepperoni



- I don't like to play Mario

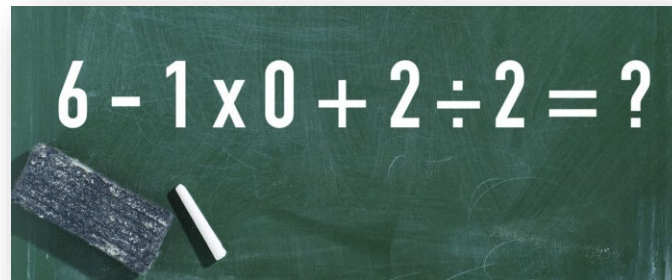


My Thoughts-Your Thoughts

- I love to make a snowman



- Math is so easy for me



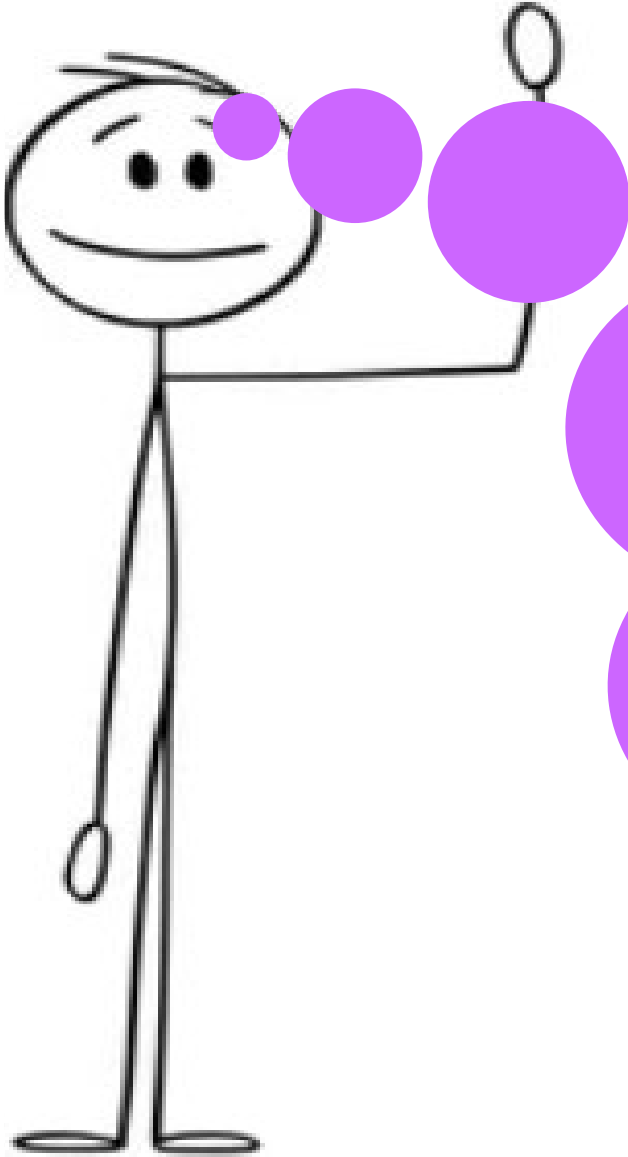
Are thoughts mostly about...

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



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

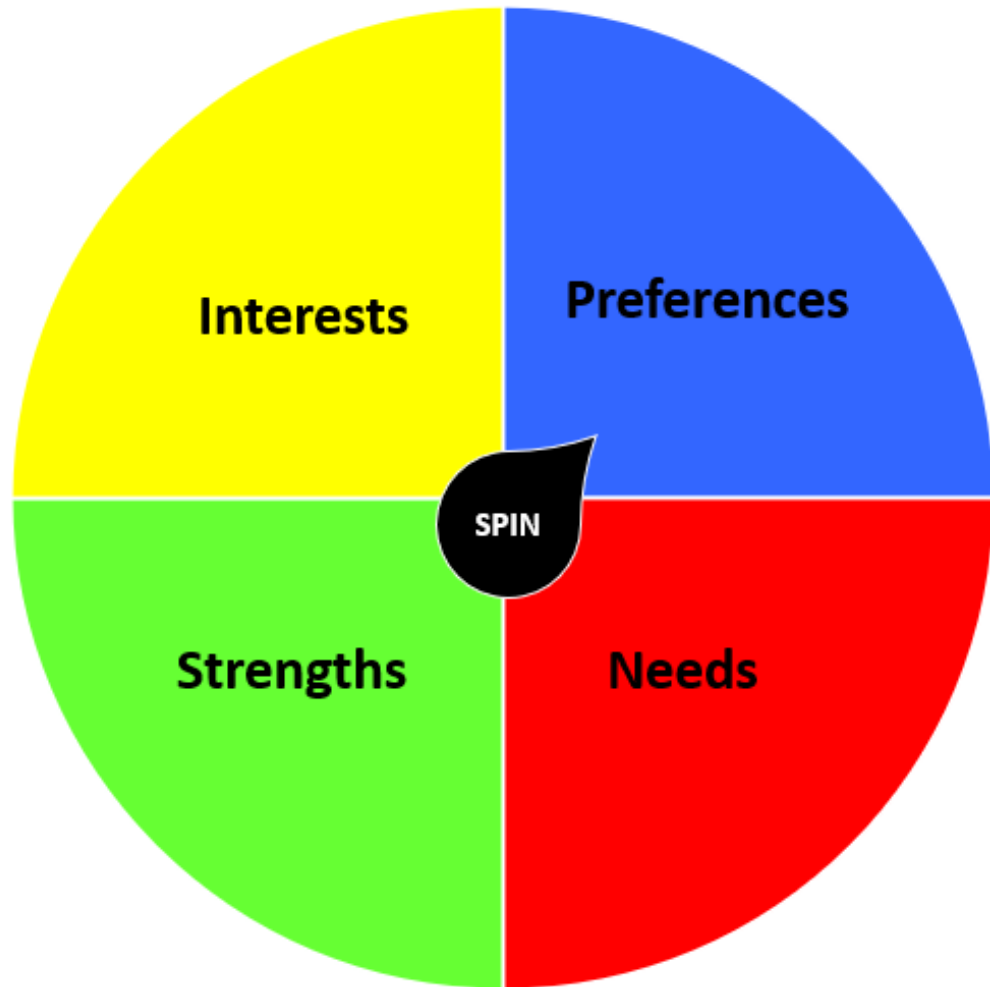
Thinking about your SPIN



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

Your SPIN



SPIN=
Strengths
Preferences
Interests
Needs

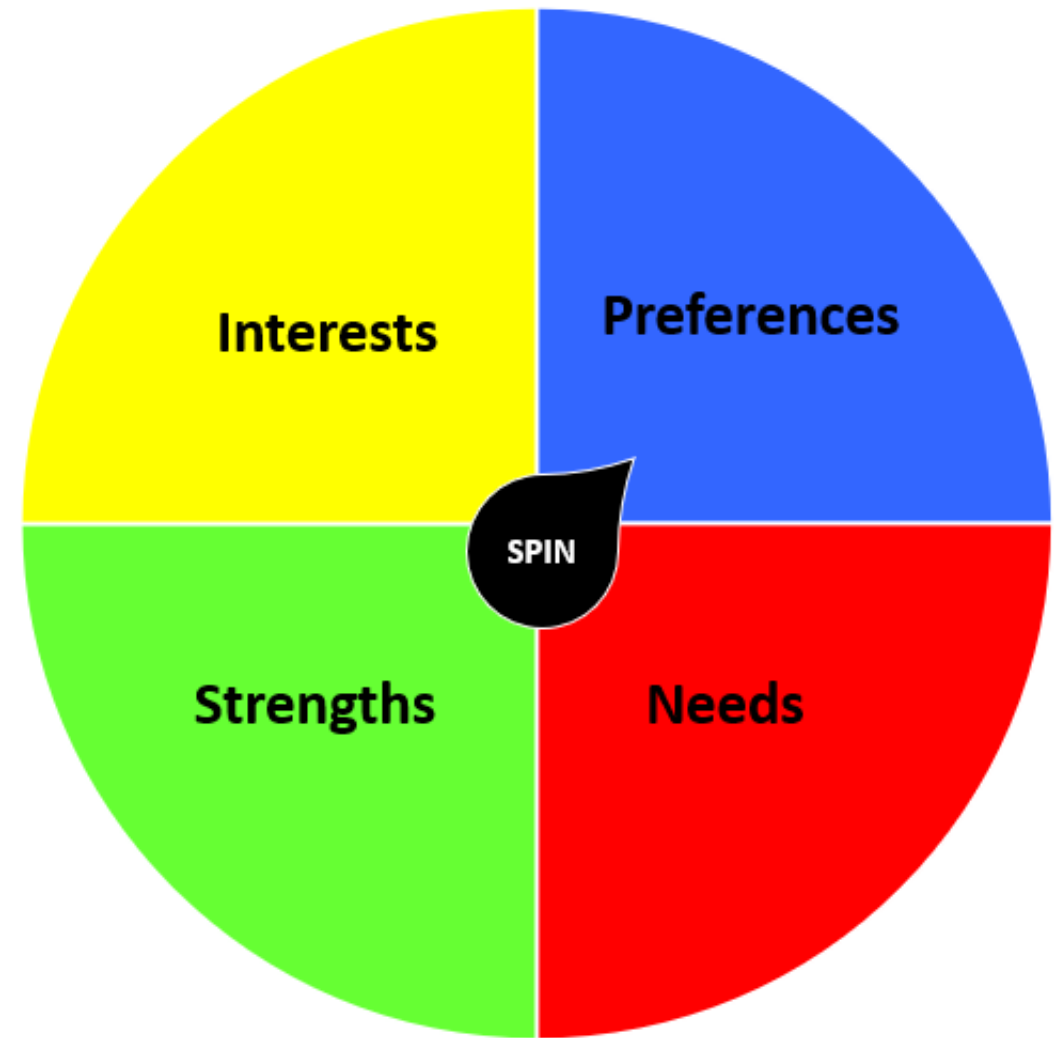
Strengths

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

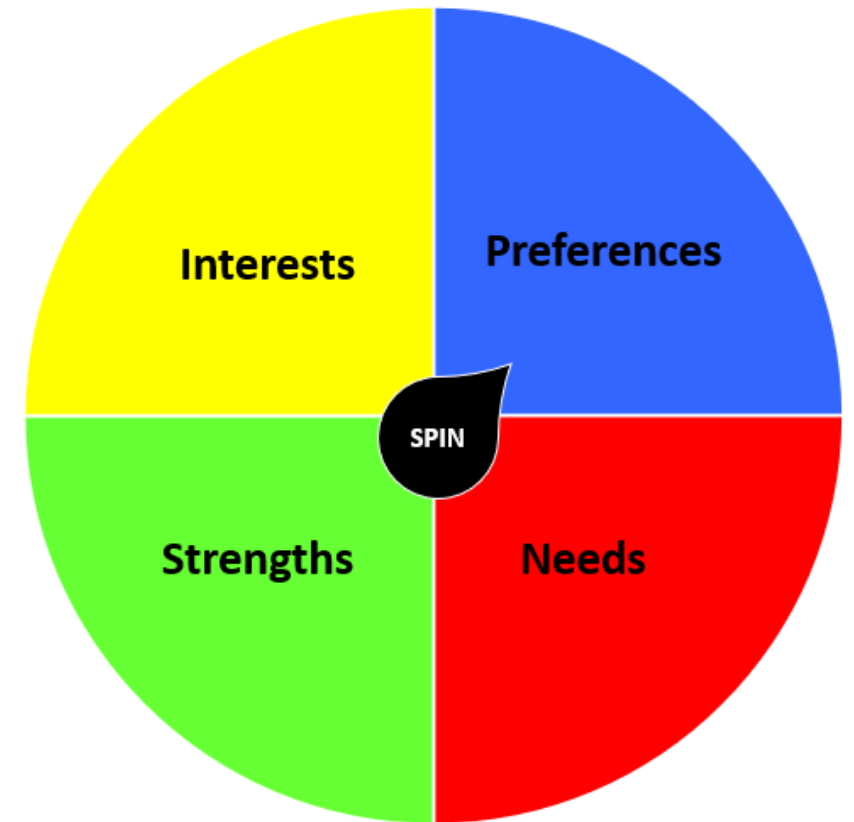


Preferences

- **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

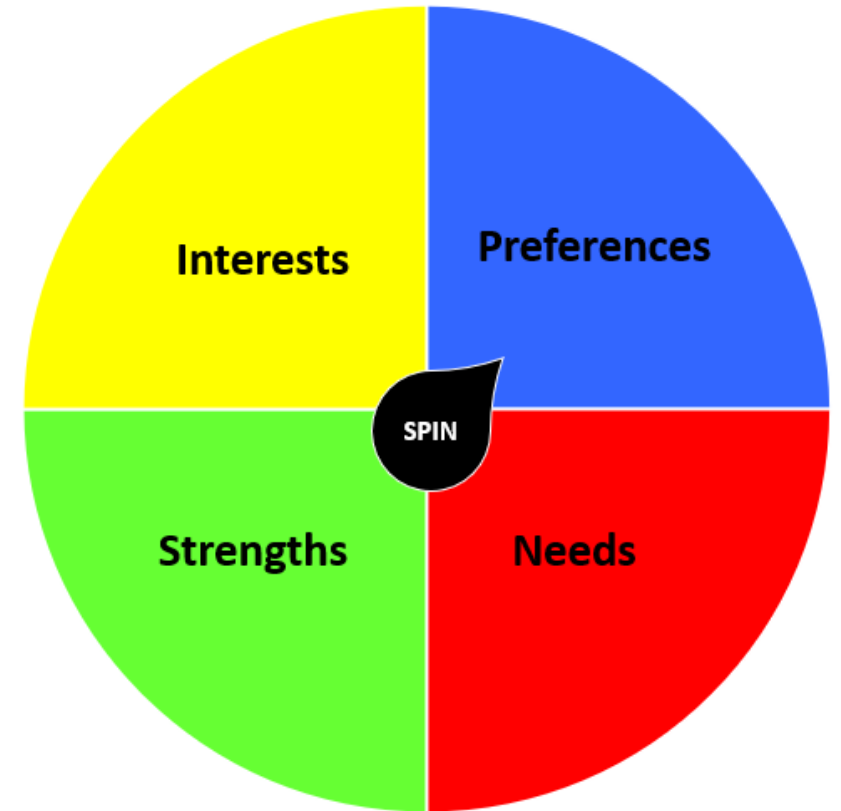


Interests

Interests are...
Things I enjoy

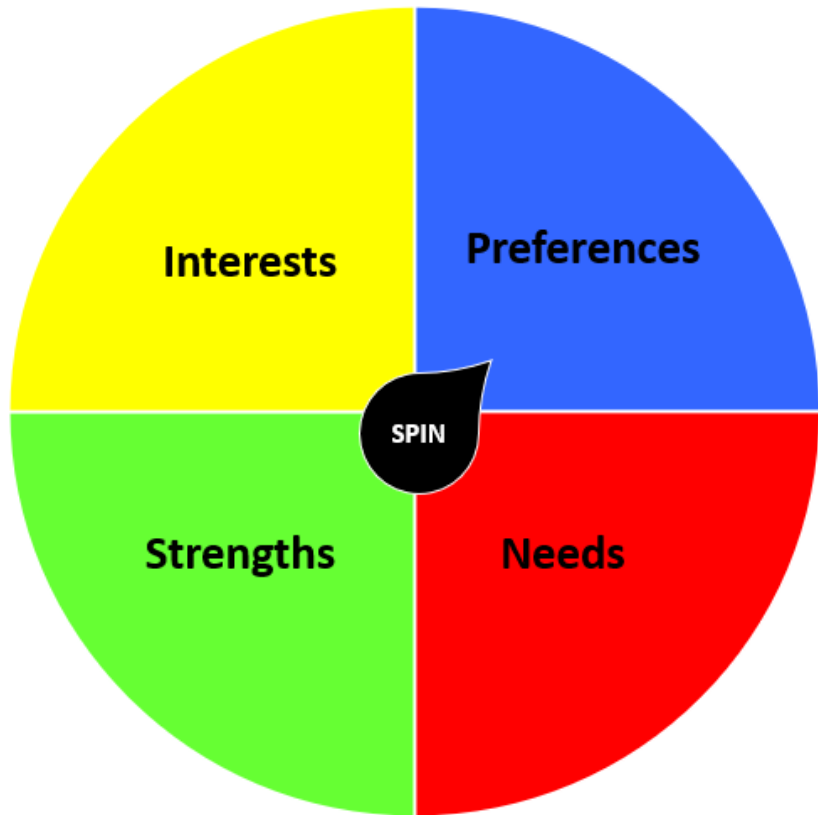
Examples:

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



Needs

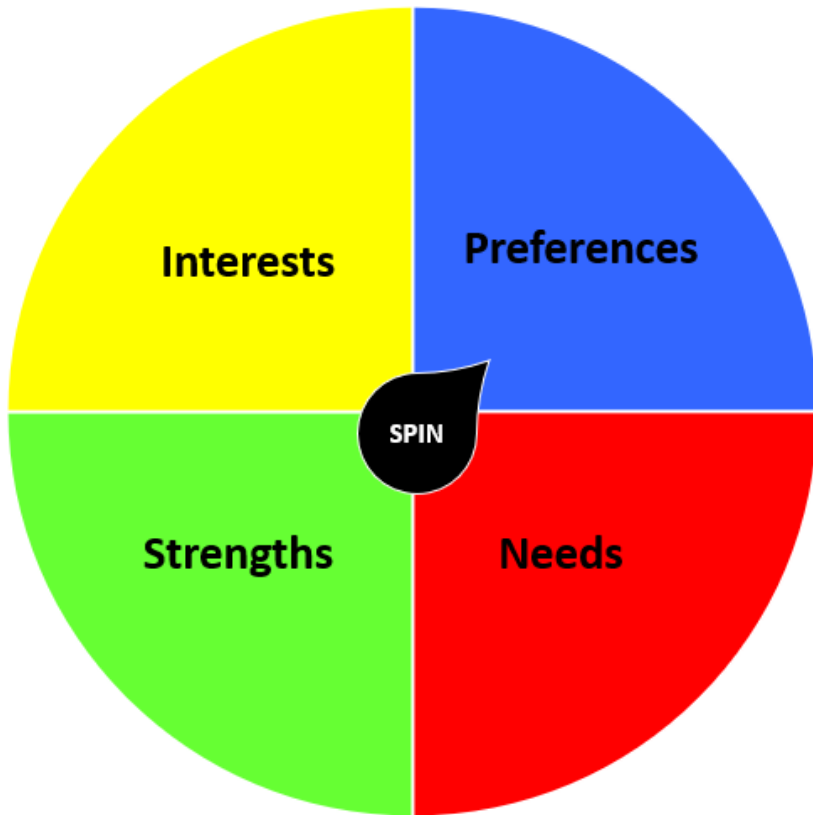
Needs: what helps me? What supports do I need?



Examples:

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

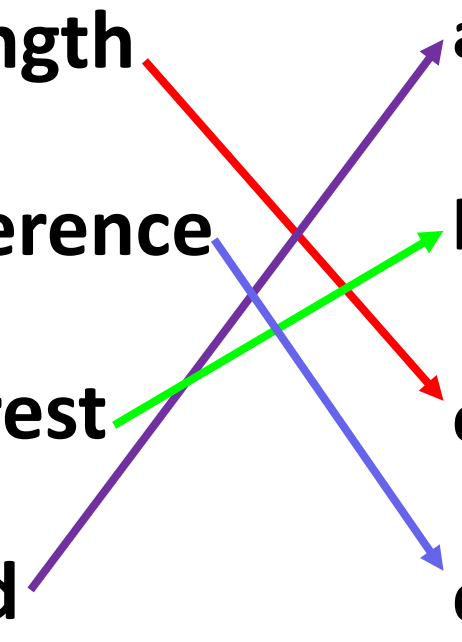
Where to use your SPIN



- 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

Self-Awareness

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

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

Self-Awareness



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

<https://www.youtube.com/watch?v=EhFKe9A1U4U>

Preference!

Self-Confidence (Self-Efficacy)



Self-confidence is believing in yourself...



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

Self-Confidence

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



Video on Self-Confidence



1. Watch the video <https://www.youtube.com/watch?v=4LdboTq0IP0>
2. Think of one thing you learned or something you thought was positive in the video

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



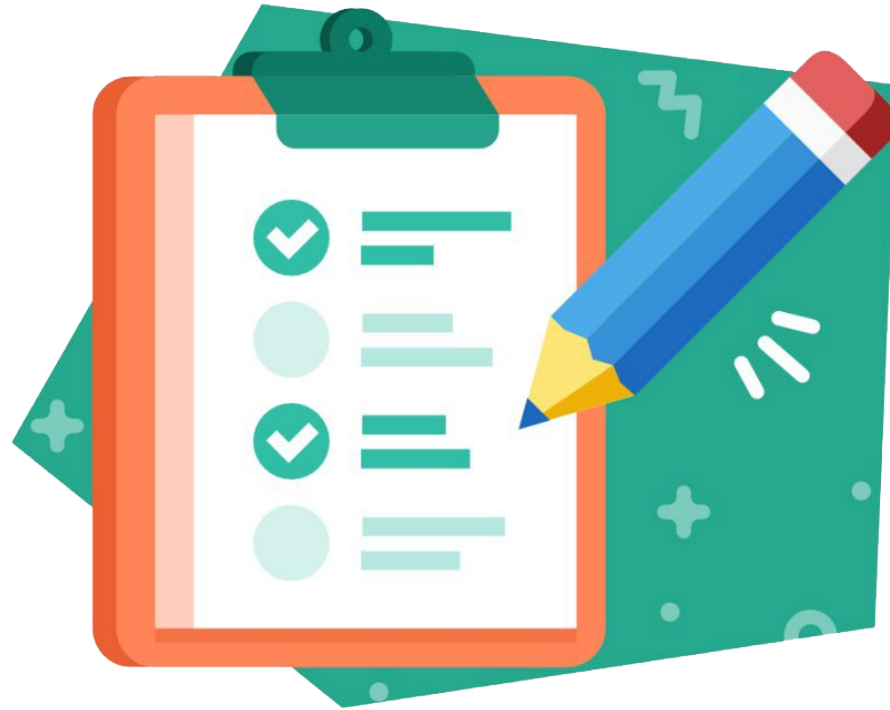
Self-Confidence

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



Home Activities

(Review Next Week)



Youth Self-Determination Series-Home Activities Checklist

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

Name: _____ Date: _____

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

| Done | Activity |
|------|---|
| | <p><u>Activity 1</u></p> <ol style="list-style-type: none"> Complete the I'm Determined Self-Determination Checklist Student Self-Assessment <ul style="list-style-type: none"> Pick 2 things you scored a "1" on (rarely or never) or "2" (sometimes) and would like to work on. Optional: Have your parents download the I'm Determined Self-Determination Parent Checklist and talk about how you both answered the questions. Talk about clarify any areas you scored differently. |
| | <p><u>Activity 2</u></p> <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 I'm Determined One Pager web page on the One Pager, an overview 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. One-Pager Video. <ul style="list-style-type: none"> Use SPIN Example List in your handouts for ideas. Use the <i>I'm Determined Self-Determination Checklist Student Self-Assessment</i> (from Activity 1 above) to help with areas you scored "1" or "2" on and want to work on and areas you scored "3" you think you are strong in and do most of the time. Add items in 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 |

Home Activities Checklist

Out of Class Activities

- 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-1

- 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

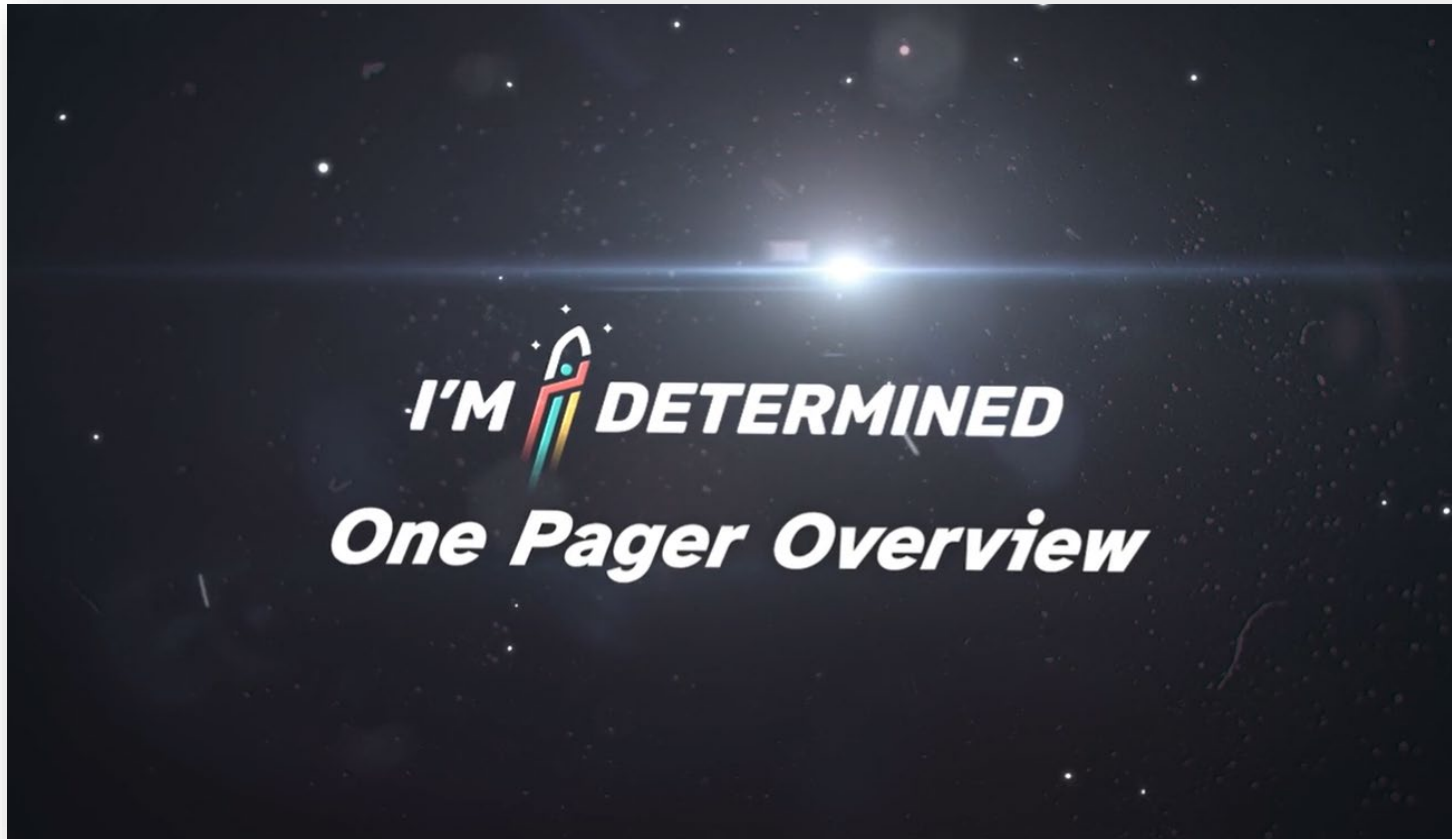
Out of Class Activity-2

- Written or complete with pictures

One-Pager Video Overview

<https://www.imdetermined.org/resource/one-pager/>

<https://vimeo.com/438301870>



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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