

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

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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



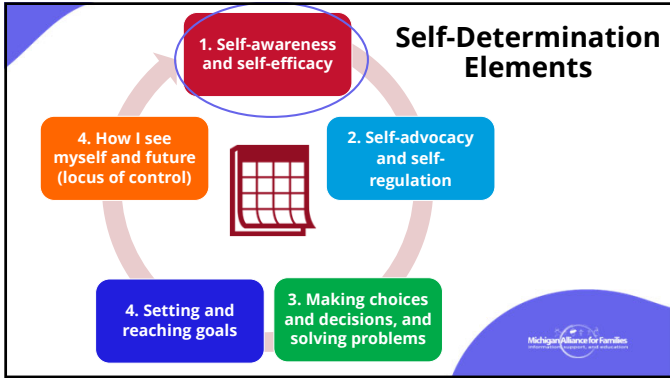
Town You Live In



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

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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)

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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.



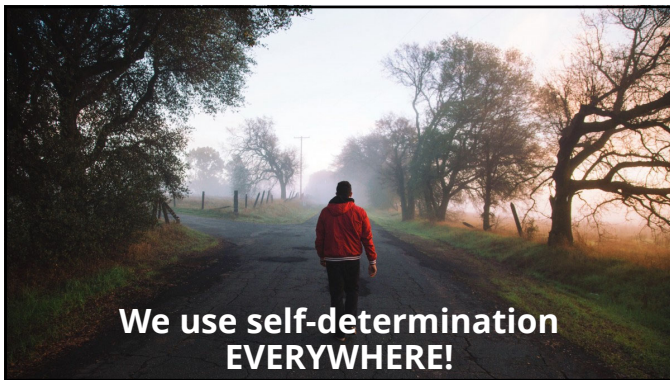
9

Where can we be self-determined?

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

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11

Self-Awareness and Thoughts

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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!)

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**




17

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

18

Different thoughts

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


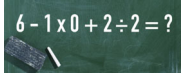
19

My Thoughts-Your Thoughts

- I like pizza with only pepperoni 
- I don't like to play Mario 

20

My Thoughts-Your Thoughts



- I love to make a snowman 
- Math is so easy for me 

21

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!)

22

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




23

Your SPIN



SPIN=
Strengths
Preferences
Interests
Needs



24

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

25

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

26

Interests

Interests are...


Things I enjoy

Examples:

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

27

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

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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

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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 |

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Self-Awareness



Is Felicia's wanting to separate her food a preference or need?
<https://www.youtube.com/watch?v=EnFKe9A1U4U>

Preference!



31

Self-Confidence (Self-Efficacy)



32

Self-confidence is believing in yourself...



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



33

Self-Confidence

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



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Video on Self-Confidence



1. Watch the video <https://www.youtube.com/watch?v=dLdhoTg0iP0>
2. Think of one thing you learned or something you thought was positive in the video

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35

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



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36

Self-Confidence

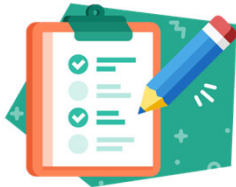
Remember everyone has things they are good at, and things that are harder they need to work on!



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Home Activities (Review Next Week)



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Home Activities Checklist

Out of Class Activities

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

Youth Self-Determination Series-Home Activities Checklist

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

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

Done: _____

Activity 1

1. Complete the [Youth Self-Determination Checklist Student Self-Assessment](#)
- Mark things you scored a "2" on proudly or marked an "1" sometimes and would like to work on
- Discuss these with your parents, download the [Youth Self-Determination Checklist](#) and talk about how you both answered the questions. Talk about what you are doing to work on differently.

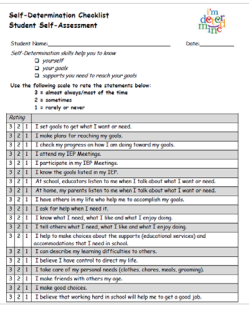
Activity 2

1. Download the [SPIN One Page Page](#), [SPIN-Strengths, Preferences, Interests, Needs](#)
- For additional information: Go to the [Youth Self-Determination One Page](#), with page on the One Page, for narrative notes, and information and videos on each of the SPIN areas, and how to use the One Page.
2. Fill out the [SPIN One Page](#) with your at least 2 strengths, 2 preferences, 2 interests, and 2 needs. [Download SPIN](#)
- Use SPIN Example List to your handouts for ideas
- Use the [Youth Self-Determination Checklist Student Self-Assessment](#) (from Activity 1) about to help with areas you scored "1" or "2" on and want to work on and areas you scored "3" you think you are doing it well for 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.
3. Share your SPIN information with your parents and your SPIN team
- Review and update your SPIN activities for school, home, work, and community goals

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39

Self-Determination Checklist



Self-Determination Checklist Student Self-Assessment

Student Name: _____ Date: _____

Self-determination ability helps you to know:

- your goals
- your path
- support 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

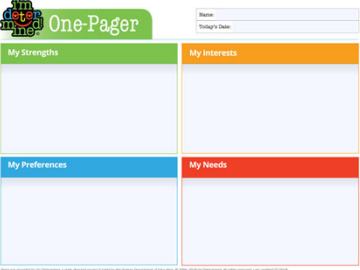
| Rating | Statement |
|-----------|---|
| 1 2 3 | I set goals to get what I want or need. |
| 1 2 3 | I make plans for reaching my goals. |
| 1 2 3 | I check my progress on how I am doing toward my goals. |
| 1 2 3 | I updated my IEP/transition plan. |
| 1 2 3 | I participate in my IEP meetings. |
| 1 2 3 | I know the goals listed in my IEP. |
| 1 2 3 | At school, educators listen to me when I talk about what I want or need. |
| 1 2 3 | At home, my parents listen to me when I talk about what I want or need. |
| 1 2 3 | I know others in my life who help me to accomplish my goals. |
| 1 2 3 | I look for help when I need it. |
| 1 2 3 | I know what I need, what I like and what I enjoy doing. |
| 1 2 3 | I tell others what I need, what I like and what I enjoy doing. |
| 1 2 3 | I try to make choices about the supports (educational services) and accommodations that I need at school. |
| 1 2 3 | I can describe my learning difficulties to others. |
| 1 2 3 | I believe I have control to direct my life. |
| 1 2 3 | I take care of my personal needs (clothes, chores, meals, grooming). |
| 1 2 3 | I make friends with others my age. |
| 1 2 3 | I make good choices. |
| 1 2 3 | 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

40

Self-Determination One-Pager



One-Pager

Name: _____
Today's Date: _____

| | |
|----------------|--------------|
| My Strengths | My Interests |
| My Preferences | My Needs |

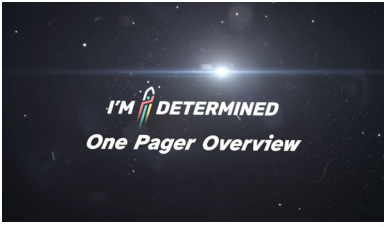
Out of Class Activity-2

- Written or complete with pictures

41

One-Pager Video Overview

<https://www.imdetermined.org/resource/one-pager/>
<https://vimeo.com/438301878>



I'M DETERMINED
One Pager Overview

42

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)



43

We are here to support you!

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44

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45
