

Self-Determination: Goal Setting and My Belief in My Future (Locus of Control)

Stacie Rulison, Facilitator



Welcome Back

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



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
- 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

When you are making a decision, it means:

- A. Sometimes asking your parents or another trusted person for help
- B. Never asking for help with and doing it only on your own



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 may include problem-solving (true or false)

- **This is TRUE, especially for bigger decisions!**



Some places I can make decisions are:

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



Home Activity Review

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 promise to ourselves to work on something we want or need 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

- Understanding what a goal is
- Knowing how to set goals
- 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

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
- Easy to know you have reached the goal



Different for Everyone



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

Steps to Setting a Goal

1. Decide on your goal


2. Decide WHAT meeting your goal is or looks like (or outcomes)

3. Decide on 1-3 things you need to do (steps) so you can reach your goal

4. Decide WHO can help you meet your goal

Goal-Setting

GOAL PLAN

The Arc @School 

Name Date

My Goal

Next Step to Reach my Goal

Outcomes

People Who Can Support Me to Reach My Goal

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

Break down your goal

My Goal

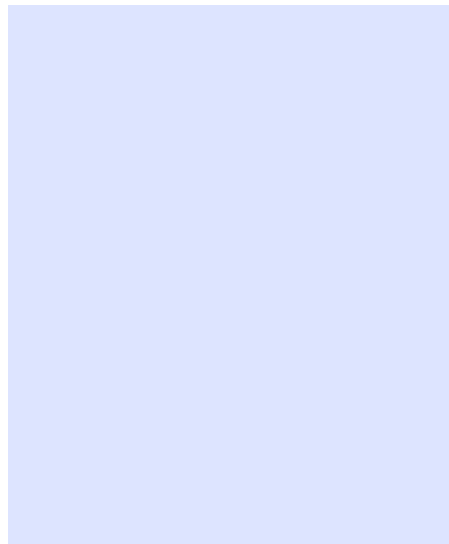
I want to make my own haircut appointments with Katie.

Step 1.
Decide on
your goal

Outcomes

I will learn how to make my own haircut appointments

I will feel more independent and build self-confidence



Step 2:

Decide what meeting your goal is-what will happen when you do meet it.

Next Step to Reach my Goal

By May 31, 2026, I will do the following:

- 1. I will check Katy's schedule online for the next month 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**
- 4. I will put it on my calendar (or ask my mom to put it on her calendar)**

Step 3.

Decide on 1 or more things (steps) you need to do to reach your goal

People Who Can Support Me to Reach My Goal

- 1. My mom can help me make a checklist of the steps and help me do the steps**
- 2. My sister said she will help look at Katy's calendar online and a date I can do it too**
- 3. Mom can help with role playing so I'm not as anxious about calling**

Step 4.

People who can support me or help me reach my goal

Goal-Setting

GOAL PLAN



Name _____

Date _____

My Goal

I will learn how to make my own haircut appointments

Next Step to Reach my Goal

By May 31, 2026, I will do the following:

1. I will check Katy's schedule online for the next month 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
4. I will put it on my calendar (or ask my mom to put it on her calendar)

Outcomes

I will feel more independent and build self-confidence

I will feel more independent and build self-confidence

People Who Can Support Me to Reach My Goal

1. My mom can help me make a checklist of the steps
2. My sister said she will help look at Katy's calendar online and a date I can do it too
3. Mom can help with role playing so I'm not as anxious about calling

Sample 3 Layout

(from I'm Determined and the [ARC Toolkit](#))

Problems

Things that might give me problems meeting my goal

How will you handle these things?

1. Katy might not be available to cut my hair when I am available
2. I didn't like the cut last time that Katy did



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?

Goal-Setting Timing

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 improve areas that are hard and need supports
- Self-determination goals to become more independent
- Use your SPIN to think about new goals



Goal-Setting-Another Example

GOAL PLAN

The Arc @School 

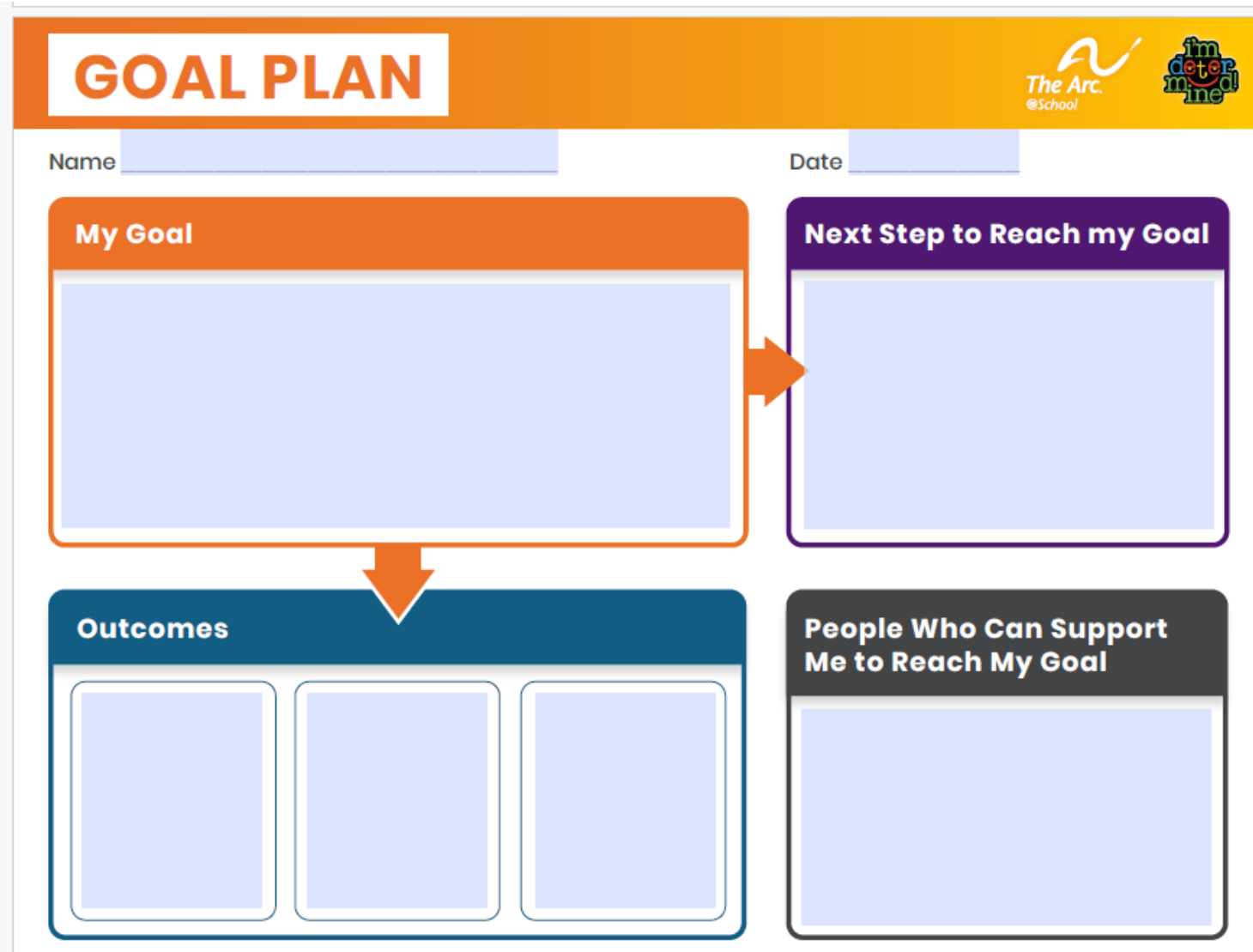
Name Date

My Goal

Next Step to Reach my Goal

Outcomes

People Who Can Support Me to Reach My Goal




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

Goal-Setting

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

GOAL PLAN

The Arc @School 

Name _____ Date _____

My Goal

To save enough money to pay half for a new Wii console within 6 months

Next Step to Reach my Goal

Start saving \$50 a month
. Get \$10 a week from my parents for doing my chores

Outcomes

- Get to play my game
- Learn to save money
- Feel good about buying it on my own

People Who Can Support Me to Reach My Goal

My parents can help me with a plan to save.

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.
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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
<p>To go to my IEP meeting in April 2025.</p>	<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



Goal-Setting Video-Example Using Sample 2 Layout

<https://vimeo.com/480808347?fl=pl&fe=cm>



Locus of Control (Self-Belief)



**I Control MY OWN
Future**

Internal Locus of Control

My Future Belongs to Me (Self-Belief)

Is about believing...

- You knowing you have control over your future
- Your thoughts (positive versus negative) about you affects what you do and how you act and how you see yourself
- You can succeed
- Your success is because of your efforts



Benefits of Self-Belief

- More self-confidence
- 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”



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!

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 ___

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



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!

As you Transition...

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

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

Welcome Back


Last question: Tell
me 1 thing you
learned in this
training!



Michigan Alliance for Families YSD Series 2 and Series 3 Coming Soon. Keep checking website below!

- Will be posted on [Michigan Alliance for Families Events Page!](#)

Upcoming Events: Learning Opportunities



Our goal is to increase the involvement of families in their children's education. To do this, Michigan Alliance for Families offers learning opportunities across the state. Most of our events are virtual at this time. Webinar [caption translation](#) available in Spanish, Arabic, and other languages.

For in-person events, the city is noted next to the date and the address is listed on the flyer. Click on the event's date to view the PDF flyer for complete details. All times are EST.

Summer 2027

Coming soon!

- [Sign up for our e-newsletter](#) to receive event notifications
- We have a large selection of previously recorded presentations available for viewing at www.michiganallianceforfamilies.org/videos
- [FAQs](#) about attending an online event.

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.

Home Activities



Next Steps:

- 1. Review your Home Activities Checklist**
- 2. Complete Home Activities from Checklist**
- 3. 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">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).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.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">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

We are here to support you!

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For more information visit

www.michiganallianceforfamilies.org

Call 800-552-4821

En Español 313-217-1060

للغة العربية 248-963-0607

info@michiganallianceforfamilies.org



Michigan Alliance for Families

In collaboration with



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1-800-552-4821

info@michiganallianceforfamilies.org

