



Self- Determination

Core Asset

Contents

What is Self-Determination

Why is it important?

Tips for Boosting Self-Determination Skills

Early Elementary Indicators

Middle School Indicators

High School Indicators

Self-Determination

Self-determination skills are those skills needed to manage one's own life.



Self-determination is the process of taking control and making decisions that affect one's life. Self-determination provides our youth with the skills and abilities to:

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- Make choices
 - Make decisions
 - Problem solve
 - Set and attain goals
 - Self-advocate
 - Independently Perform

Why do you think Self
Determination skills are
important for our youth?

Tips for Boosting Self-Determination

Offer Choices

Look for opportunities to empower your mentee to make their own choice.

You can start by offering 2 choices then increase the number of choices your present.

Letting them choose a location and/or activity.

Have the choose a book to read or game to play.



Honor the Choices

- Even if you think a different option may be better, honor the choice. Let them them problem solve their choice.

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Engage in Small Creative Projects Together

- Do mentee led projects together that spark imagination and ingenuity. You can construct objects from common supplies like toilet paper rolls, construction paper and pencils.

Model Decision-Making

- Talk through your own decisions to help your mentee understand the process.
- Show your mentee how to make a pros and cons list to help decide between two options.



Encourage Risk Taking

- Often time attempting something new can be scary. Encourage your mentee to try new things and praise them when they take the risk.
- Make sure they are reasonable and don't put them at risk.

Model Goal-Setting

- Help your mentee set daily or weekly goals.
- Work with them on how to develop a plan to meet those goals. Talk about how their plan is going when you connect.

Early Elementary Indicators

Identifies at least one short term skill or preferred activity.

Carries out actions to reach their goal (asks for support or help).

Can identify when goals are achieved (I got a star on my reading log).

Recognizes what was done to achieve the goal ("I did better on the test because I asked the teacher for help).

Feels good about taking actions to reach the goal.

Middle School Indicators

Explores potential goals of interest (talks with coach about a sport interest).

Draws connections between short-term and longer-term goals (make varsity in high school by playing on summer youth team)

Selects short-term goals (youth valued actions that can be completed in 6 months like going to science camp or a movie with a friend)

Carries out actions to pursue short-term goals (finds information, do activities, enlist help from adults)

Monitors progress on goals (what went well and what are the challenges)

Recognizes and takes credit for success in achieving goals or managing challenges (I'm glad I did x.)

High School School Indicators

- Actively explores long-term goals (read about careers on internet or visits a college)
- Identifies and pursues short-term goals connected to a chosen long-term goal (takes drivers ed, completes FASFA, find an internship)
- Carries out actions to pursue short-term goals (advocates, negotiates, do activities, and work with adults)
- Manages challenges that arise (reschedule meetings, be patient or avoid discouraging people)
- Monitors progress on goals and reflects on meaning for interests, interests, strengths and refined or new goals.
- Expresses confidence about being able to achieve short and long-term goals.
- Attributes success to own efforts (I made that happen).

Works cited

- Brookesinclusionlab.com
 - 12 Simple Tips on Boosting Self-Determination Skills
- Friends of the Children
 - Core Assets Manual

