



“I Love Myself...”



Building a Sense of Self

Heeral Sharma, March.2021

HappyOrange

“I have the
POWER
to change my world”



Self Efficacy: Is a belief that we have the capacity to **sufficiently understand and influence our world** to manage a wide variety of, as yet unknown, **mental challenges** and attain important future goals. Self-efficacy provides the means to cope with inevitable challenges to our core personal identity - crisis that challenge our core beliefs and sense of self.

“I am in **CONTROL**
of my life”



1. Personal Ownership: Personal ownership is a mindset that involves approaching our environment with the **sense that we are the authors’ of our actions**. It is experienced as a feeling of being proactive - making **deliberate decisions to take actions**, rather than being ‘reactive’.

“I can INFLUENCE my environment”



2. Personal Agency: A belief in one's personal **ability to influence their life course in a desired direction**. In its simplest form, infants learn to perceive that they are the ones who are influencing their environment, such as causing an object to move.



“I am STRONG”

“I can do HARD things”

3. Competence Motivation: The motivation to expand what we can do, where we can do it and who we can do it with.

“I can LEARN from my mistakes”

4. Challenge Motivation: From an early age, children who develop self-efficacy are driven to seek out & actively engage with situations that present them with **increasingly complex mental challenges**



**“I will be OK. I’ve
done this before.”**

5. Resilience: The ability to successfully absorb life’s inevitable bumps, bruises and setbacks inherent when engaging with mental challenges and enabling them to use these experiences as critical learning opportunities.





“I know how to be with OTHERS”

6. Personal Responsibility: Both agency and ownership support the development of yet another critical component - personal responsibility - the belief that **we must evaluate how our actions and words impact others** and take responsibility to repair any resultant damage, whether intentional or not.

Self Efficacy builds Engaged Learners



Engaged Learners are

1. **Responsible** for their own learning.
2. Are **self-regulated**
3. Define their own learning goals
4. **Evaluate** their own achievement



Engaged Learners

They are **energized by their learning**; their joy of learning leads to a lifelong passion for solving problems, understanding, and taking the next step in their thinking.

These learners are **strategic** in that they know how to learn and are able to transfer knowledge to solve problems creatively.

Engaged learning also involves being **collaborative**--that is, valuing and having the skills to work with others

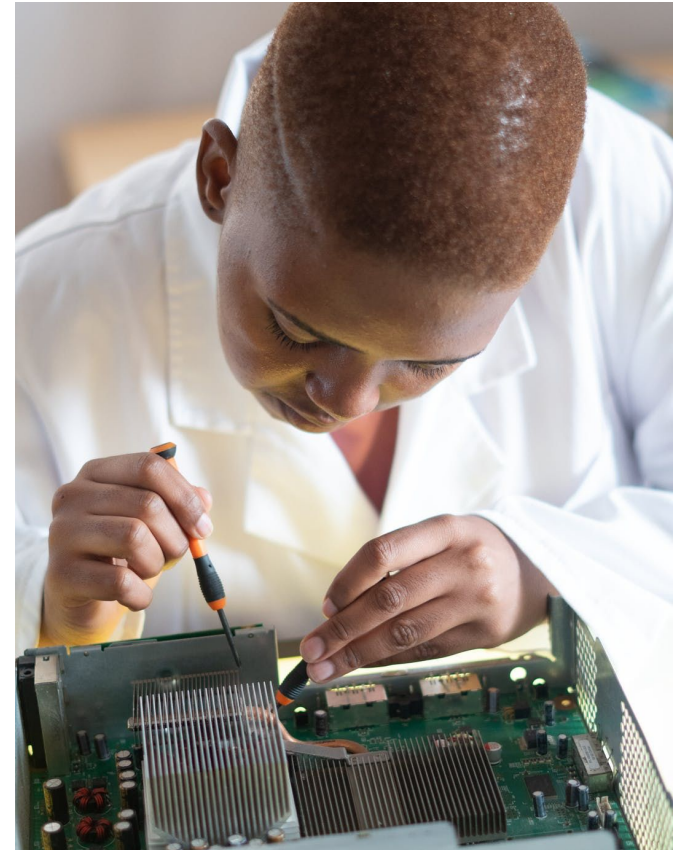


Authentic Tasks

In order to have engaged learning, tasks need to be **challenging, authentic, and multidisciplinary**.

Such tasks are typically **complex** and involve sustained amounts of time.

They are **authentic** in that they correspond to the tasks in the home and workplaces of today and tomorrow.



Your Role as a Guide

The role of the teacher has shifted from the primary role of information giver to that of **facilitator, guide, and learner**.

As a facilitator, the teacher **provides the rich environments** and learning experiences needed for collaborative study.

The teacher also is required to act as a guide--a role that **incorporates mediation, modeling, and coaching**. Often the teacher also is a **co-learner and co-investigator** with the students.



Why does Autism impact a Child's Sense of Self?

Parents are the enablers of a Child's Self-Efficacy



Breakdown of the Guided Relationship

Children with Autism reject their Parents as their Guides leading to the breakdown of the Guided Relationship.



Due to lack of feedback from the child, caregivers resort to:

- Intense directing with focus on developing skills.
- Over compensating and over protecting
- Over-scheduling therapies

Child loses the opportunity to develop Self-Efficacy



Missed opportunity for developing Personal Agency

The forceful directing by caregivers is viewed by the child in conflict with his own desires and the child starts to:

1. Fight, Flight, Freeze
2. Shuts down (stimming, self calming)
3. Becomes passive and learns to follow the Guide.



What can we do NOW?

Through Mindful Guiding Rebuild the Missing Foundations of Self Efficacy

There is no shortcut to building Self Efficacy. Typical children get years of opportunity to experiencing themselves in competent roles and that is how they build a strong sense of self.

The Terrible Twos are a perfect example of a child testing their limits and building a sense of self.

Our kids will take as much time as well, if not more, and we need to be patient as we start enabling them.



Through mindful guiding,
Hand Back the **POWER**
to influence their worlds

“I have the **POWER**
to **CHANGE** my world”



Through mindful guiding,
provide authentic opportunities to
Experience COMPETENCE

“I can do **HARD** things”



Through mindful guiding,
provide authentic opportunities for
active DECISION making

“I can **THINK** and solve
hard problems.”



Through mindful guiding,
provide authentic opportunities for
Making **ACTIVE CHOICES**

“I have **LIKES**
and **DISLIKES**”



Through mindful guiding,
provide authentic opportunities for
Exploring and Experimenting

“What happens
when I do this?”



Adopt a One-Step-Ahead Mindset

“This is **EASY**.
I can do this”



It is not the prospect of facing too many steps that leaves us discouraged. Despair emerges when we perceive the intimidating height of first step.

Build Episodic Memories of COMPETENCE

Spotlight Competence

“I am **Competent**.
I am **Likeable**”



Build a Memory Wall



Review Videos to Highlight Competence



Food for Thought...

The Little Boy, ~Helen Buckley

"Once a little boy went to school. One morning the teacher said: "Today we are going to make a picture."

"Good!" thought the little boy. He liked to make all kinds; Lions and tigers, Chickens and cows, Trains and boats; And he took out his box of crayons; And began to draw.

But the teacher said, "Wait! It is not time to begin!". And she waited until everyone looked ready. "Now," said the teacher, "We are going to make flowers."

"Good!" thought the little boy, He liked to make beautiful ones with his pink and orange and blue crayons.



But the teacher said "Wait! And I will show you how." And it was red, with a green stem. "There," said the teacher, "Now you may begin."

The little boy looked at his teacher's flower. Then he looked at his own flower. He liked his flower better than the teacher's. But he did not say this. He just turned his paper over, and made a flower like the teacher's. It was red, with a green stem.



On another day, the teacher said: "Today we are going to make something with clay.". "Good!" thought the little boy; He liked clay. He could make all kinds of things with clay: Snakes and snowmen, Elephants and mice, Cars and trucks. And he began to pull and pinch his ball of clay.

But the teacher said, "Wait! It is not time to begin!" And she waited until everyone looked ready. "Now," said the teacher, "We are going to make a dish."

"Good!" thought the little boy. He liked to make dishes. And he began to make some that were all shapes and sizes.

But the teacher said "Wait! and I will show you how." And she showed everyone how to make one deep dish. "There," said the teacher, "Now you may begin."



The little boy looked at the teacher's dish; Then he looked at his own. He liked his better than the teacher's but he did not say this. He just rolled his clay into a big ball again and made a dish like the teacher's. It was a deep dish.

And pretty soon the little boy learned to wait, and to watch. And to make things just like the teacher. And pretty soon he didn't make things of his own anymore.

Then it happened that the little boy and his family moved to another house, in another city. And the little boy had to go to another school.

The teacher said: "Today we are going to make a picture."

"Good!" thought the little boy. And he waited for the teacher to tell what to do.

But the teacher didn't say anything. She just walked around the room. When she came to the little boy she asked, "Don't you want to make a picture?"

"Yes," said the little boy. "What are we going to make?"

"I don't know until you make it," said the teacher.

"How shall I make it?" asked the little boy.

"Why, anyway you like," said the teacher.

"And any color?" asked the little boy.

"Any color," said the teacher.

And he began to make a red flower with a green stem.



Thank You.