

Self-Determination: Self-Advocacy and Self-Regulation

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Welcome Back

Your Name



Today's Question: if you could go anywhere, where would it be?



Ground Rules



Cameras on when possible



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



Listen to understand



Ask questions

What We Will Do Today

- Review last weeks information
- Review Home Activities from last time
- Talk about self-advocacy and self-regulation
- Answer questions in chat
- Watch videos
- Get home practice activities for this week

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)



Self-Determination is...



Being in control of **m**____ and
my decisions!

- **me**



Self-Determination is used at...

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



EVERYWHERE!

Self-Determination at school

Why is being part of your IEP meeting important?

- It's about you
- You get to help make decisions that affect your education and life
- You can practice social, advocacy, and communication skills
- When you help create your goals, it helps you reach your goals

Self-Awareness is about...

- A. Knowing what I'm good at and what I need to work on
- B. Looking in the mirror and seeing what I look like
- C. Knowing other people's strengths and what they need to work on.

(Put A, B, or C for your answer in the chat)



Review

Self-confidence (also called self-efficacy) is about:

- A. How your parents see you
- B. How your teachers or boss sees you
- C. How you see yourself

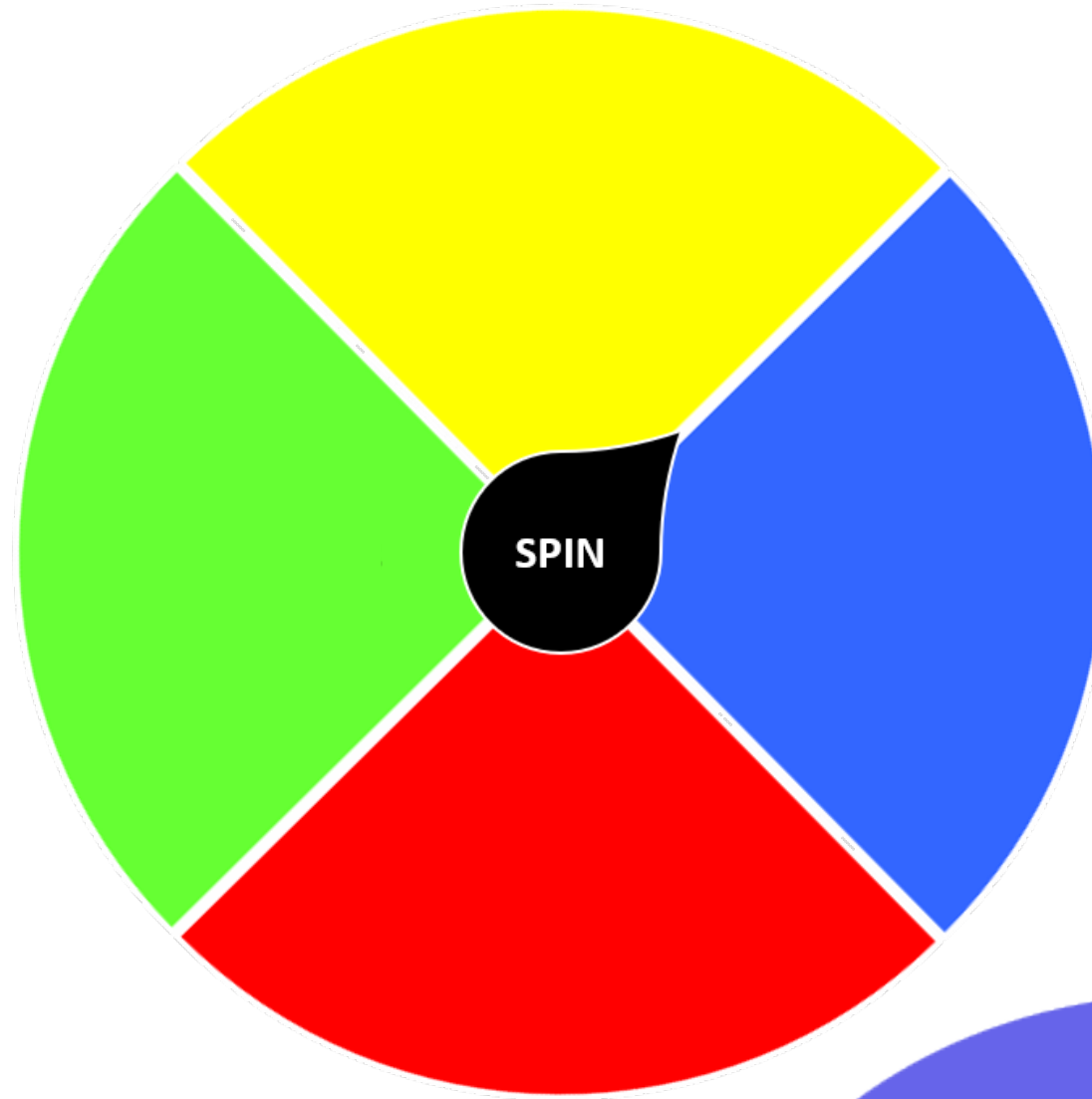
(Put A, B, or C for your answer in the chat)



Review

SPIN stands for...

- S _____
- P _____
- I _____
- N _____



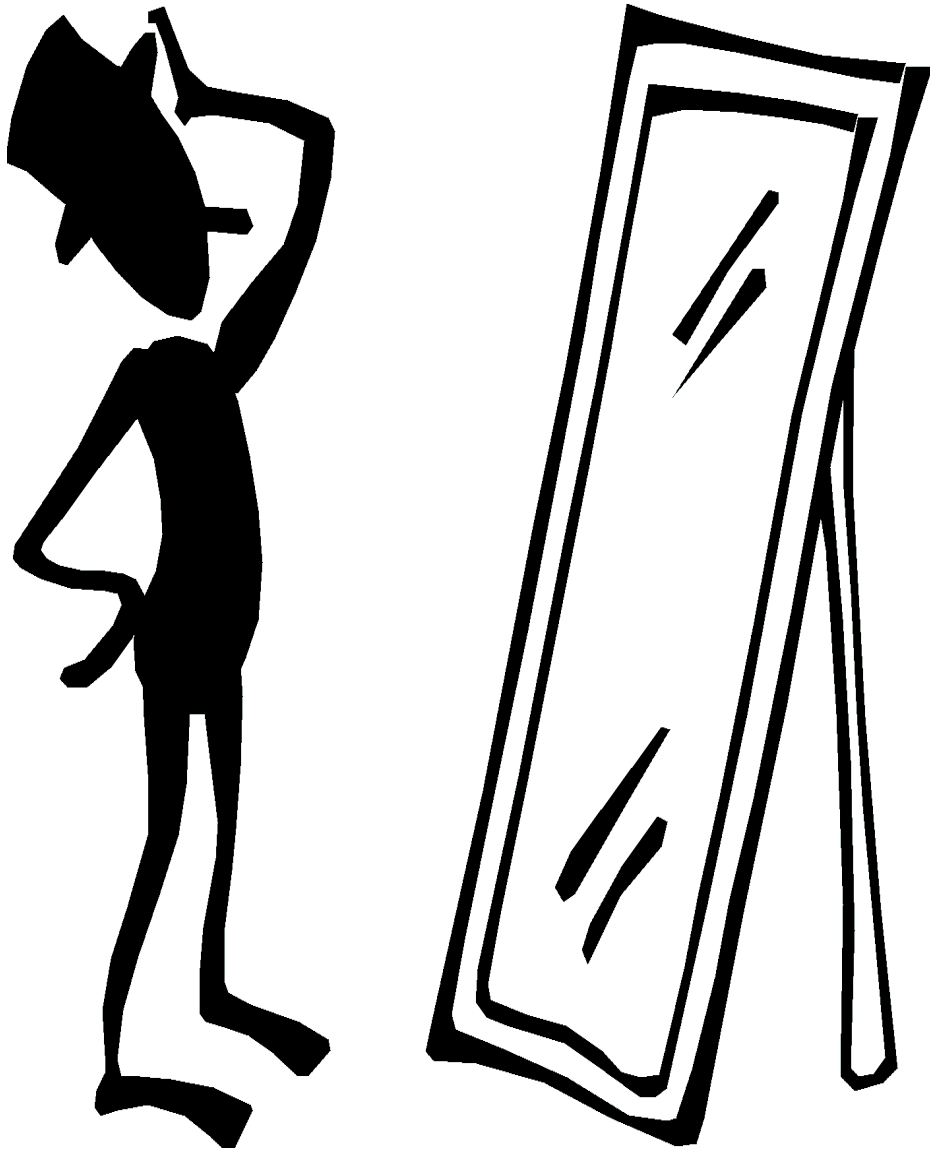
Review

1. **S**trength examples?
2. **P**references examples?
3. **I**nterest examples?
4. **S**upports examples?



**YOUR
TURN!**

Review Self-Confidence



**Self-confidence
(or self-efficacy)
means believing
in y_____!**

- yourself

Being a Self-Advocate

Means YOU...

- Know what you want
- See what is possible for you
- Have more control of you
- Make life decisions that are best for you
- Have the power to speak-up for yourself
- Understand your disability, strengths, and challenges
- Follow through on your commitments
- Learn from your mistakes



Self-Advocacy means becoming more and more **independent!**



Self-Advocacy

Self-Advocacy IS ✓

- ✓ A civil rights law for people with disabilities
- ✓ Speaking up for yourself
- ✓ Knowing your strengths and challenges
- ✓ Being part of your community
- ✓ Making decisions
- ✓ Learning from mistakes
- ✓ Something we all can do
- ✓ Managing emotions

Self-Advocacy IS NOT ✗

- ✗ A program or fad
- ✗ Complaining or being negative
- ✗ Criticizing or putting yourself down
- ✗ Staying home and not trying new things
- ✗ Letting others make most of your decisions
- ✗ Not taking chances and repeating mistakes
- ✗ Only for people with disabilities
- ✗ Being angry

Adapted from self-advocacy.org

Self-Advocacy

https://www.youtube.com/watch?v=B6890lXdG_w

What self-advocates are saying...



As you watch the video, think about 1 thing that is meaningful to YOU.

Self-Advocacy-You Have Rights

Civil Rights Law: Americans with Disability Act (ADA)

- Illegal to discriminate against people with disabilities in employment, transportation, public spaces, communications, and access to government programs
- Treating people with and without disabilities the same



Legal Rights and Education

Section 504 of the Rehabilitation Act, the *Individuals with Disabilities Education Act (IDEA)* and ADA work together to protect children and adults from discrimination, exclusion, and unequal treatment in education, employment, and in the community

- IDEA: Individualized Education Program (IEP)-your education plan to meet your specific needs and provide an appropriate education and related supports and services



Increasing your **self-advocacy** can make you more **self-confident** and **independent**



Self-Advocacy at Home

Being able to speak up for yourself can help you at home...

- Deciding when and what to eat
- Making your own meals
- Managing and taking medications
- Staying alone
- Budgeting, having a bank account, using an ATM card, checking account balances
- Getting organized and managing your time



Self-Advocacy at School

Being able to speak up for yourself can help you at school...

- Knowing and asking for accommodations needed (checklists, visuals, longer time on tests)
- Asking for explanations on assignments
- Managing study time (using resource class to study)
- Discussing concerns with teachers
- Taking part in or leading your IEP or 504 plan
- Taking part in planning your transition out of high school



Self-Advocacy in the Community

Being able to speak up for yourself and knowing who can help you in the community...

- Knowing your rights
- Where to live and who to live with
- Making medical and other appointments
- Discussing your needs with a doctor
- Handling money and using an ATM card
- Making recreational choices
- Staying safe
- Driving/getting transportation
- Voting



Self-Advocacy at Work

Being able to speak up for yourself and knowing who can help you at work...

- Requesting accommodations (ex: a quiet setting)
- When and what to disclose about any challenges
- Asking your supervisor or co-workers to help clarify questions
- Understanding feedback about your performance on the job and use that to improve

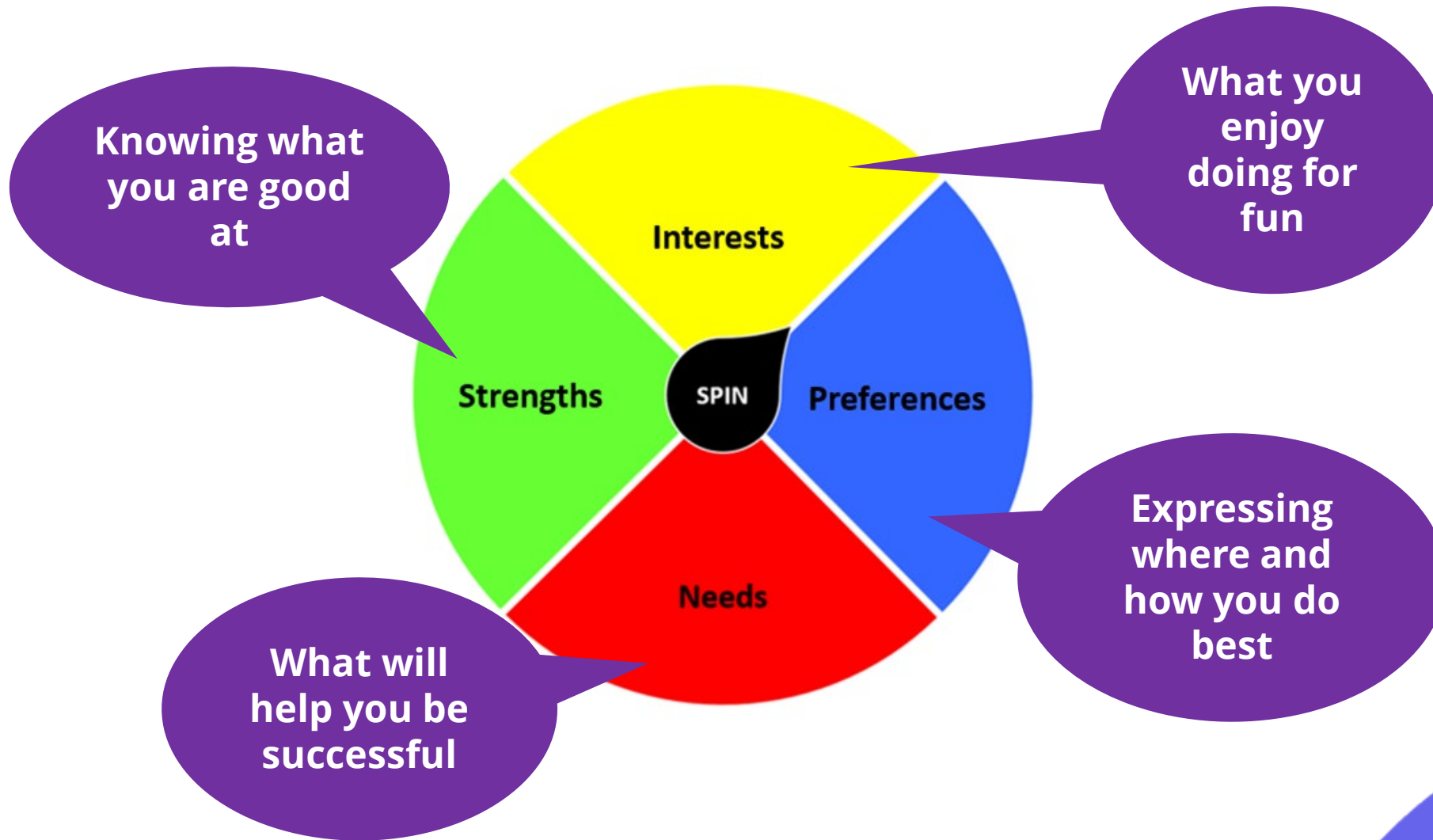


Disclosure

- Letting someone know you have a disability and what's hard for you
- YOU decide if, when, how much to tell
- Disclosing helps in getting accommodations
- May want to think about this ahead of time and decide before you interview, start a job, or start an educational program after high school



Self-Advocacy and Your SPIN and IEP



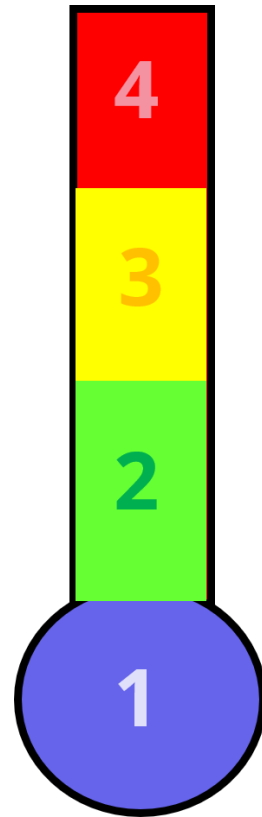
Which one shows self-advocacy?

- A. Not disclosing your disability to your employer if you are having problems at work
- B. Being unsure of what the assignment is and not asking your teacher for help
- C. Losing your wallet with your ID and money in it and asking your parents for help finding it

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

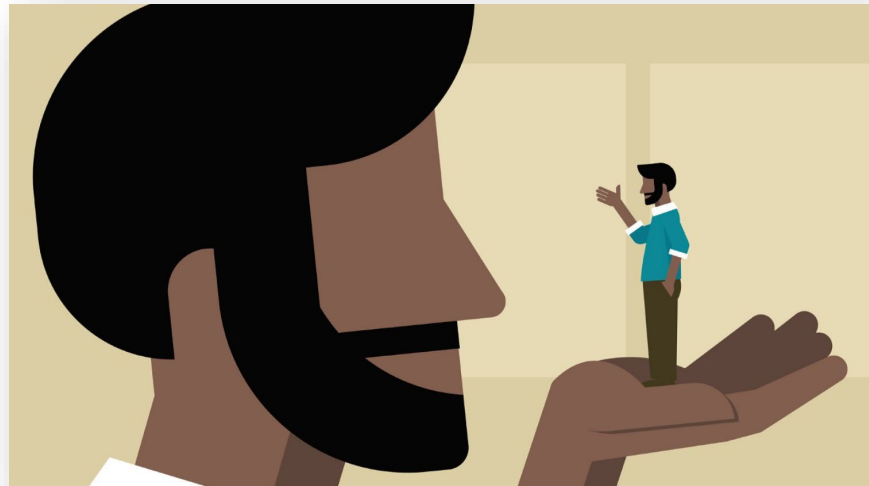


Self-Regulation



Self-Regulation means...

- Knowing my own thoughts, emotions, and behavior
- Being aware of how I feel and taking action to be more calm, happy, and positive if I am upset or anxious



Self-Regulation involves...

- Noticing when you are getting upset, angry, stressed out, anxious, frustrated
- Understanding what will happen if you act in certain ways (consequences)
- Taking action to move away from negative emotions to positive emotions
- Managing how you act and respond

Why Self-Regulation is Important

Helps us...

- Focus and be less distracted
- Be motivated (interested)
- Learn
- Keep jobs
- Reduce anxiety and stress
- Become more independent



If we have Trouble with Self-Regulation

- Overreact to situations or things that happen
- Have emotional outbursts
- Experience mood swings (being moody)
- Hard to get rid of negative feelings or emotions
- Depend more on others



Good Day Plan

Name: _____

Date: _____



Good Day Plan

Answer each of the four parts in this Good Day Plan. Think about what happens on the best days and write or type out what happens, if it's happening now, what you can do to have a good day, and what help you can use along the way.

Good Day What happens on a good day?	Now Does it happen now?	Action What needs to happen to make it a good day?	Support Who can help me?
School: Eat breakfast Do homework in resource room Go to bed by 9:30	School: Not usually Sometimes Yes, usually every day	School: Take a snack (not candy) Ask for help when I'm in resource room Keep using my reminder to get ready for bed	My parents My resource room teacher My parents

- Fill out this plan with your parents or guardian or get help from someone at school
- Make a plan for school, home, or work-what works for you

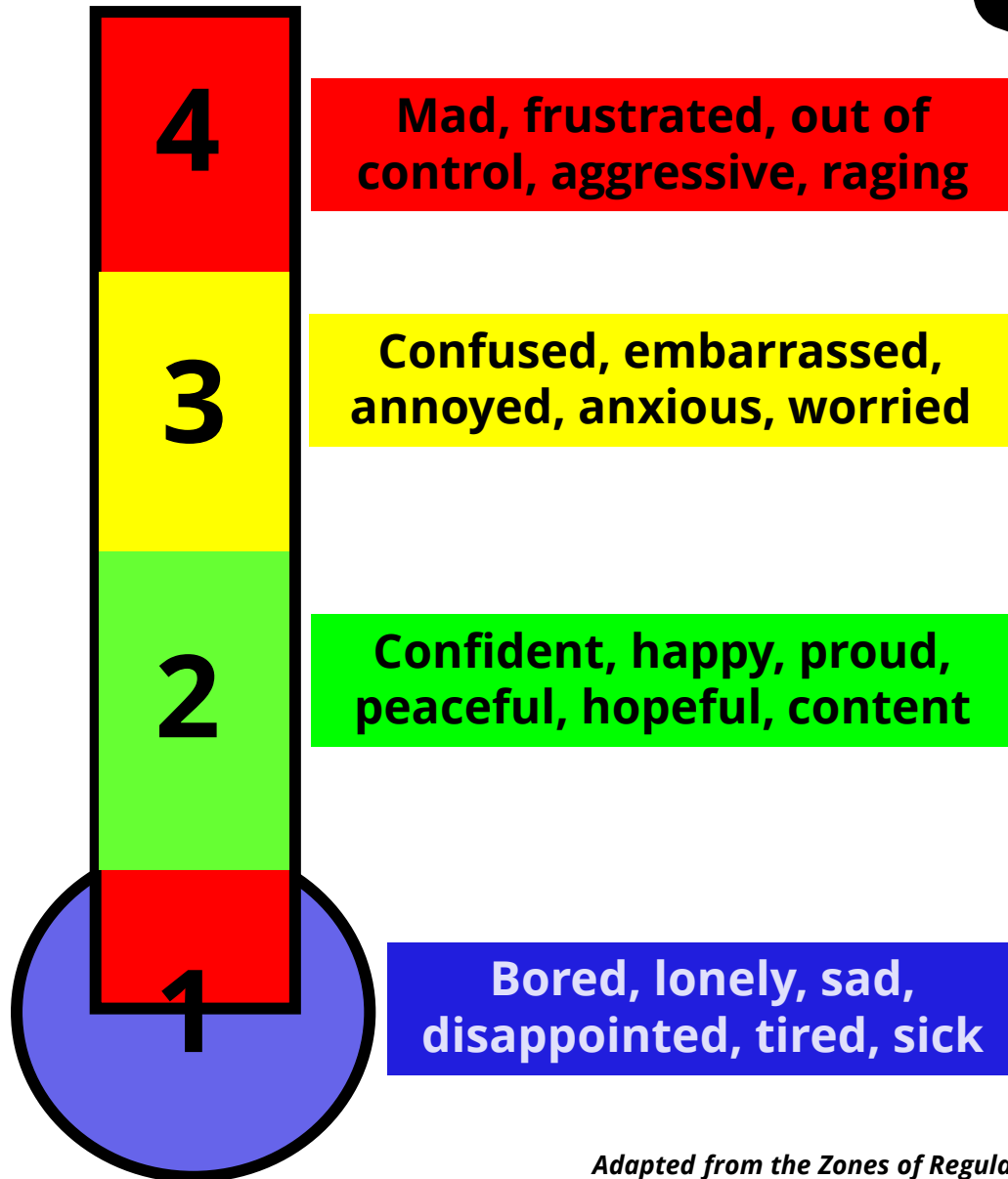


Good Day Plan-Video

<https://vimeo.com/504563564>



How do I feel?

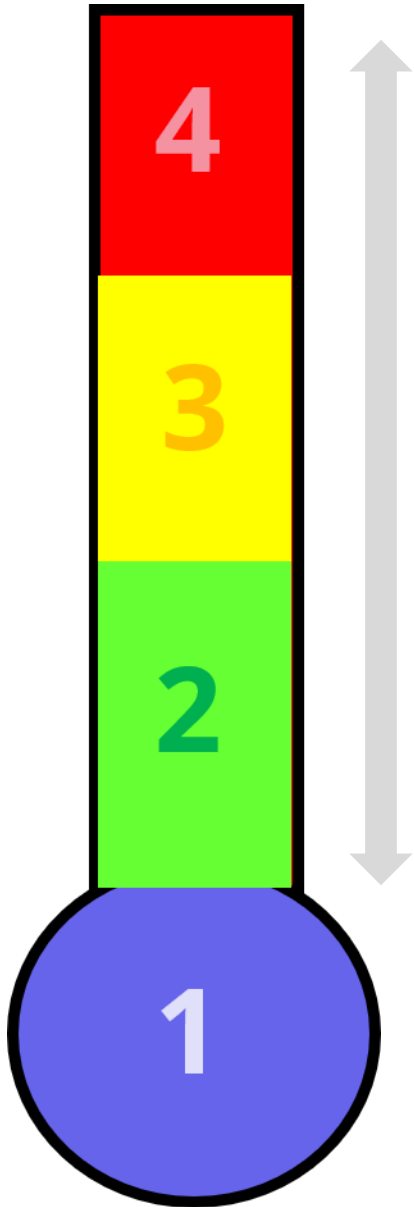


Zones of Regulation®

None of the zones are good or bad, this is just a way to recognize our feelings and figuring out ways to change zones

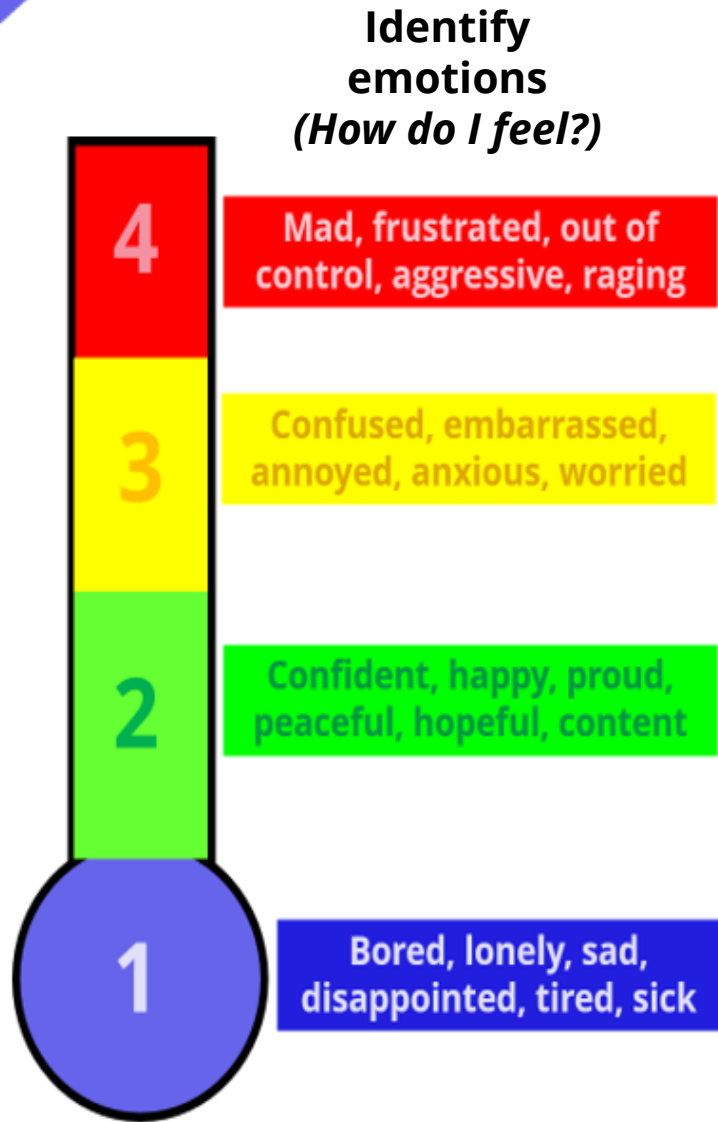
Adapted from the Zones of Regulation®

We can Change our Zones



- Identify feelings: how do I feel?
- Check behavior: what am I doing?
- Regulate emotions: what can I do about it?

Self-Regulation-Example-1



Check behavior

Regulate Emotions

How Do I Act?	What Can I Do About It?
Shouting, arguing, stomping, shutting down, withdrawing	Exercise, count to 10, read a book, listen to music, take a nap
Anxious, pacing, withdrawing, clingy, breathing fast, sweating, tired, not focused, negative self-talk	Ask for help, take a break, positive self-talk, think about your happy place
Smiling, engaged, paying attention, laughing	Smile, practice appreciation, work on your goals, help someone else, listen, write or journal about what you are good at or what you have been successful doing
Crying, not engaged, sleeping, withdrawn, frowning, no energy	Talk to your family or friends, do something you enjoy, positive self-talk, stretch or exercise, take a walk


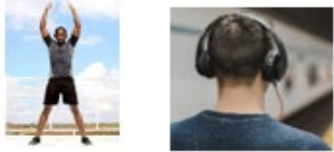



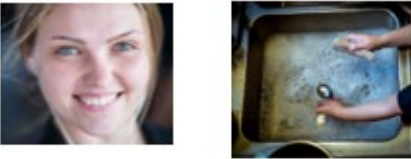

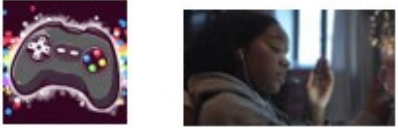


Self-Regulation-Example 2

Identify emotions
(How do I feel?)

Check
behavior

Regulate
Emotions









	Identify emotions <i>(How do I feel?)</i>	Check behavior	Regulate Emotions
		How Do I Act?	What Can I Do About It?
4	Mad, frustrated, out of control, aggressive, raging		
3	Confused, embarrassed, annoyed, anxious, worried		
2	Confident, happy, proud, peaceful, hopeful, content		
1	Bored, lonely, sad, disappointed, tired, sick		



Calming Strategies

What helps calm you down?

What works for YOU—it might be different than others

			
Taking deep breaths	Counting to 20	Asking for help	Talking to a friend
			
Thinking of a compromise	Walking away	Letting it go	Thinking of something that makes the learner happy

Home Activities

(Review Next Week)



Self-Determination-Home Activities Checklist



Youth Self-Determination Series-Home Activities Checklist

Session 2: Self-Advocacy and Self-Regulation Components of Self-Determination

Name: _____ Date: _____

Use the checklist below to work through the assigned home activities for Session 2.

Done	Activity
	1. Complete the Me! Scale Self-Advocacy in School assessment <ul style="list-style-type: none">Note activities you do not think you are doingThese may be ideas for setting goals in in Session 4
	2. Complete the Self-Advocacy: MY Home and School Self-Advocacy Goal Ideas document <ul style="list-style-type: none">Complete it with words or pictures, whatever works best for you
	3. Complete the Good Day Plan (do one of the following): <ul style="list-style-type: none">Access from the I'm Determined Website-Good Day Plan and download the Good Day Plan; you can use the Implementation Guide for more informationORARC@School's Good Day Plan (student template is in the toolkit) The ARC@School Self-Determination Student Toolkit: English Version and Estudiantes (Spanish Version)Watching the Good Day Plan video may be helpful in creating your Good Day Plan
	3. Complete the Self-Regulation Home Activity <ul style="list-style-type: none">Complete it with words or pictures, whatever works best for you
	4. Review the provided Resources document provided for additional information on self-advocacy and self-regulation

Updated: 7/1/24


Michigan Alliance for Families-Self-Determination Series

Home Activity-Checklist

- Start with your Home Activities Checklist
- Work with your parents on this if you have questions
- All resources should be available here, or in your home activities information shared by Michigan Alliance for Families



Self-Advocacy-Independence Goals


Michigan Alliance for Families
information, support, and education

MY Home and School Independence Goals
Youth Self-Determination Series Self-Advocacy Activity
Session 2-MY Home and School Goal Ideas

1. Review the [Me! Scale for Self-Advocacy in School](#) document (view, print, or download this document). For additional goal ideas, you can reference the [START School Independence Goal Ideas](#) document. [Sample Home and School Independence Goals](#) (All Age Ranges)

Name 2 activities you are doing pretty well right now at school (you scored *Yes* or *I think* on the Me! Scale)

1. _____

2. _____

Name 2 activities you think you need to work on at school (you scored *Not Sure* or *No* on the Me! Scale):

1. _____

2. _____

2. [START Home Independence Goal Ideas](#) document (you can view, print, or download this document). [Sample Home and School Independence Goals](#) (All Age Ranges)

Name 2 activities you are doing pretty well right now at home:

1. _____

2. _____

Name 2 activities you think you need to work on at school:

1. _____

2. _____


Updated: 6.30.2024 Self-Determination: MY Home and School Independence Goals

Home Activity

- Work with your parents, a peer, or mentor to complete if needed

Self-Advocacy-Good Day Plan

Name: _____ Date: _____




Good Day Plan

Answer each of the four parts in this Good Day Plan. Think about what happens on the best days and write or type out what happens, if it's happening now, what you can do to have a good day, and what help you can use along the way.

Good Day What happens on a good day?	Now Does it happen now?	Action What needs to happen to make it a good day?	Support Who can help me?

I'M DETERMINED
Resource provided by I'm Determined, a state-directed project funded by the Virginia Department of Education.

Scan code for more guidance, videos, and examples.
For additional resources visit www.imdetermined.org/resources.



Home Activity

- Work with your parents, a peer, or mentor to complete if needed
- Download at [I'm Determined](#) or from the [ARC@School's Self-Determination Toolbox Student Toolkit](#)

Self-Regulation Home Activity



Session 2: Self-Regulation Activity-Example



	4	Mad, frustrated, out of control, aggressive, raging	How Do I Act? Shouting, arguing, stomping, shutting down, withdrawing	What Can I Do About It? Exercise, count to 10, read a book, listen to music, take a nap
	3	Confused, embarrassed, annoyed, anxious, worried	Anxious, pacing, withdrawing, clingy, breathing fast, sweating, tired, not focused, negative self-talk	Ask for help, take a break, positive self-talk, think about your happy place
	2	Confident, happy, proud, peaceful, hopeful, content	Smiling, engaged, paying attention, laughing	Smile, practice appreciation, work on your goals, help someone else, listen, write or journal about what you have been s
	1	Bored, lonely, sad, disappointed, tired, sick	Crying, not engaged, sleeping, withdrawn, frowning, no energy	Talk to someone, talk, st

Home Activity

- Written or complete with pictures

Michigan Alliance for Families logo

Session 2: Self-Regulation Activity-Example

What Zone Are You In? logo

	4	Mad, frustrated, out of control, aggressive, raging	How Do I Act? 	What Can I Do About It?
	3	Confused, embarrassed, annoyed, anxious, worried		
	2	Confident, happy, proud, peaceful, hopeful, content		
	1	Bored, lonely, sad, disappointed, tired, sick		

Next Steps:

- 1. Review your Home Activities Checklist and complete the activities about today's topics**
- 2. Review Additional Resources on self-determination, self-advocacy, and self-regulation if you want more information**

We are here to support you!

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For more information visit

www.michiganallianceforfamilies.org

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Michigan Alliance for Families

Michigan Alliance for Families is an IDEA Grant Funded Initiative of the Michigan Department of Education, Office of Special Education, and Michigan's federal Parent-Training and Information Center (PTIC) funded by U.S. Department of Education, Office of Special Education Programs (OSEP).

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