

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? 



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Ground Rules

-  Cameras on when possible
-  Use chat or raise hand to talk (Zoom or actual hand)
-  Listen to understand
-  Ask questions



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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



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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)



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Self-Determination is...



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

• **me**



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Self-Determination is used at...

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



EVERYWHERE!

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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

Arc@School's Self-Determination Toolbox Student Toolkit

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Self-Awareness is about...

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

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



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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)



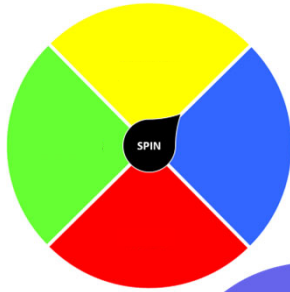
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Review

SPIN stands for...

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



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Review

1. Strength examples?
2. Preferences examples?
3. Interest examples?
4. Supports examples?

**YOUR
TURN!**

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A simple line drawing of a person standing and looking into a large, rectangular mirror. The person is on the left, wearing a hat and a long coat, with one hand on their hip. The mirror is on the right, showing a reflection of the person's face and upper body.

- yourself

[illegible][illegible][illegible]

- 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!**



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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

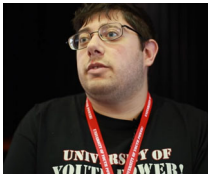
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Self-Advocacy

https://www.youtube.com/watch?v=B6890IXdG_w

What self-advocates are saying...



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

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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



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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



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



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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



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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



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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



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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




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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

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Self-Advocacy and Your SPIN and IEP

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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!)



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Self-Regulation



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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



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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



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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



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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




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Good Day Plan

Name: _____ Date: _____




Good Day Plan


Answer each of the four questions. 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


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



Good Day Plan-Video
<https://vimeo.com/504563564>



An illustration of a classroom scene. A female teacher with red hair and glasses, wearing a red blazer, stands at the front of the room, holding a green pointer stick and pointing at a large green chalkboard. Four students are seated at a long wooden table in the foreground. From left to right: a boy with orange hair in a grey t-shirt, a girl with black hair in a pink shirt, a girl with black hair in a blue shirt, and a girl with dark skin and black hair in a pink shirt. A small potted plant sits on the table. The room has large windows on the left and a bookshelf on the right.


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How do I feel?

Zone	Emotional State
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

Zones of Regulation®

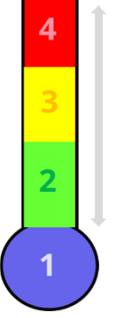
None of the zones are good or bad, this is just a way to recognize our feelings and figuring out ways to change zones

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Adapted from the Zones of Regulation®

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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?

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Self-Regulation-Example-1

Identify emotions (How do I feel?)	Check behavior	Regulate Emotions
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 Excited, happy, calm, peaceful, happy, calm	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
1 Bored, lonely, sad, disappointed, tired, sick	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

What Zone Are You In?

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Self-Regulation-Example 2

Identify emotions (How do I feel?)	Check behavior	Regulate Emotions
4 Mad, frustrated, out of control, aggressive, raging	How Do I Act? [Angry face emoji]	What Can I Do About It? [Person running emoji]
3 Confused, embarrassed, annoyed, anxious, worried	[Worried face emoji]	[Person taking a break emoji]
2 Excited, happy, calm, peaceful, happy, calm	[Smiling face emoji]	[Person smiling emoji]
1 Bored, lonely, sad, disappointed, tired, sick	[Sleeping face emoji]	[Person sleeping emoji]

What Zone Are You In?

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Calming Strategies

What helps calm you down?

What works for YOU—it might be different than others



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Home Activities

(Review Next Week)



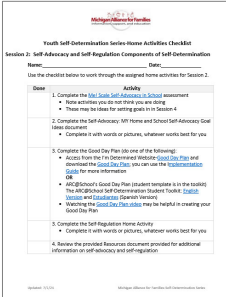
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Self-Determination-Home Activities Checklist

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



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[illegible]

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



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We are here to support you!

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For more information visit
www.michiganallianceforfamilies.org

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