

# Self-Determination: Self-Advocacy and Self-Regulation

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## Welcome Back

Your Name 

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Today's Question: would you rather live where it's HOT all the time or COLD all the time? 



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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 one or more videos
- Get home practice activities for this week



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### Self-Determination Topics

- Session 1: Self-Awareness
- Session 1: Self-Efficacy (Self-Confidence)
- **Session 2: Self-Advocacy** → **Today-Session 2:**
  - Self-Advocacy
  - Self-Regulation
- Session 2: Self-Regulation
- Session 3: Making Choices and Decisions
- Session 3: Solving Problems
- Session 4: Setting and Reaching Goals
- Session 4: Choosing My Own Future (Internal Locus of Control)



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### Review

**Self-determination means:**

- A. Being in control of me and my decisions
- B. Being in control of your decisions and my decisions
- C. Being bossy with people I don't agree with

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



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### Review-Self-Determination

Being in control of **(you or me)** and the decisions **(I or you)** make!

- me, I



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### Review-Self-Determination

**Where?**

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



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**Review**

**Self-awareness has to do with:**

- A. Judging other people on how they communicate with me
- B. Looking in the mirror and seeing what my reflection looks like
- C. My thoughts and what I am good at, what I like to do, what I'm interested in, and what supports I need

*(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 you see yourself
- C. How your teachers see you
- D. How your boss sees you

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


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**Review**

**SPIN stands for...**

- Strengths
- Preferences
- Interests
- Needs


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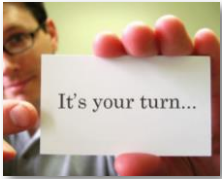
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### Review

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



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### Review Self-Confidence (self-efficacy)

#### Believing in \_\_\_\_\_!

- yourself



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### Self-Advocacy



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## Self-Advocacy

**Being a self-advocate means...**

- Know what you want and 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 and make decisions about your life—what you want, what you need—and know how to get it
- Understand your disability, your strengths, and your challenges
- Follow through on your commitments
- Learn from your mistakes





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





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## Self-Advocacy

<p><b>Self-Advocacy IS ✓</b></p> <ul style="list-style-type: none"> <li>✓ A civil rights law for people with disabilities</li> <li>✓ Speaking up for yourself</li> <li>✓ Knowing your strengths and challenges</li> <li>✓ Being part of your community</li> <li>✓ Making decisions</li> <li>✓ Learning from mistakes</li> <li>✓ Something we all can do</li> <li>✓ Managing emotions</li> </ul>	<p><b>Self-Advocacy IS NOT ✗</b></p> <ul style="list-style-type: none"> <li>✗ program or fad</li> <li>✗ Complaining or always being negative</li> <li>✗ Criticizing or putting yourself down</li> <li>✗ Staying home and not trying new things</li> <li>✗ Letting others make most of your decisions</li> <li>✗ Not taking chances and repeating mistakes</li> <li>✗ Only for people with disabilities</li> <li>✗ Being angry</li> </ul>
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Adapted from self-advocacy.org

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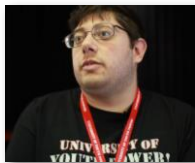
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### Self-Advocacy

What self-advocates are saying...



What was 1 thing you heard that was meaningful to YOU?



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### Self-Advocacy

#### 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
- 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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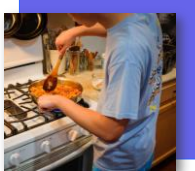
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## Self-Advocacy

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

- Deciding when and what to eat; preparing your meals
- Managing and taking medications
- Staying alone
- Being safe in your home
- Budgeting, having a bank account, using an ATM card, checking your account balances
- Getting organized and managing your time



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## Self-Advocacy

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

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



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## Self-Advocacy

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

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

- Requesting accommodations, like a quiet setting
- When and what to disclose about any challenges
- Asking your supervisor or co-workers to help clarify questions you have
- Understanding feedback about your performance on the job and use that to improve
- Knowing who to go to with concerns and how to express them


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## Self-Advocacy

**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



**Strengths**: Knowing what you are good at and letting others know (math, etc.)

**Interests**: What you enjoy (working with hands, reading, animals, clubs, sports, anime, etc.)

**Needs**: What will help you be successful (more time on tests, testing in quiet space, a visual schedule, restating instructions, etc.)

**Preferences**: Expressing where and how you do best (cooler versus hot; quiet versus loud, written instructions, etc.)




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### Self-Advocacy

Which of the following DOES NOT show self-advocacy

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

- A. Disclosing your disability to your employer
- B. Telling your teacher you don't understand an assignment and asking her to explain it differently
- C. Seeing the milk is almost gone, and letting your mom know you added it to the grocery list
- D. Losing your wallet with your ID and money in it and not letting anyone know




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### Self-Regulation




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### Self-Regulation

Observing (or monitoring) my own thoughts, emotions, and behavior and taking action to feeling more calm, happy, and positive

*It means being more self-aware*




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## Self-Regulation

### Self-Regulation includes:

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




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## Self-Regulation

### Why self-regulation is important...

- Helps to stay focused
- Helps to stay motivated (interested)
- Helps with learning
- Helps with keeping jobs
- Helps to reduce anxiety and stress
- Helps to become more independent




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## Self-Regulation

### 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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## Zones of Regulation®

How do I feel?

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

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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## Self-Regulation

### We can change our Zones

4

3

2

1

- 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

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

Identify emotions (How do I feel?)	Check behavior	Regulate Emotions
	<b>How do I feel?</b> Shouting, arguing, stomping, shutting down, withdrawing	<b>What can I do about it?</b> Exercise, count to 35, read a book, listen to music, take a nap
	Anxious, pacing, withdrawing, clings, 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

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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? 	What Can I Do About It? 
3	Festish, embarrassed, annoyed, irritated, worried		
2	Overwhelmed, angry, proud, excited, happy, nervous		
1	Bored, lonely, sad, disappointed, tired, sick		

**What Zone Are You In?**

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### Self-Regulation

#### Coping Strategies

*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

**OR.....what helps calm you down???**

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### Home Activities

*(Review Next Week)*

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## Self-Determination-Home Activities Checklist



**Michigan Alliance for Families**  
Youth Self-Determination Series-Home Activities Checklist

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

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Home Activities Checklist**

Use the checklist below to work through the assigned home activities for Session 2. We will plan to discuss the home activities from Session 2 at Session 3.

Done	Activity
1	Complete the <a href="#">Self-Scale Self-Advocacy in School</a> assessment <ul style="list-style-type: none"> <li>• Note activities you do not think or are not doing</li> <li>• Use the <a href="#">Self-Scale School Independence Goal Ideas</a> for additional school independence goal ideas</li> <li>• Keep the goal ideas for setting goal steps in the upcoming training session</li> </ul>
2	Complete the <a href="#">Self Home Independence Goal Ideas</a> worksheet per the directions <ul style="list-style-type: none"> <li>• Keep the goal ideas for setting goal steps in the upcoming training session</li> </ul>
3	Complete the Self-Regulation home activity <ul style="list-style-type: none"> <li>• Complete it with words or pictures, whatever works best for you</li> </ul>
4	Review the provided Resources document provided for additional information on self-advocacy and self-regulation.

### Home Activity-Checklist

- Start with your Home Activities Checklist
- Work with your parents on this if you have questions

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## Self-Advocacy-Independence Goals



**Michigan Alliance for Families**  
MY Home and School Independence Goals  
Write Self-Advocacy and School Independence Goals

**Session 2: MY Home and School Goal Ideas**

**Home Activity**

Write the activities below. Some have an example to help you get started. You can use the writing example to help you get started. Write the activities you can do at home and at school.

**1. Review the Self-Scale Self-Advocacy in School assessment, print, or download the document for additional goal ideas. You will choose the goal ideas you will use for your home and school activities.**

Home: I will do \_\_\_\_\_ when \_\_\_\_\_

School: I will do \_\_\_\_\_ when \_\_\_\_\_

**2. Review the Self Home Independence Goal Ideas worksheet, print, or download the document for additional goal ideas. You will choose the goal ideas you will use for your home and school activities.**

Home: I will do \_\_\_\_\_ when \_\_\_\_\_

School: I will do \_\_\_\_\_ when \_\_\_\_\_

**3. Complete the Self-Regulation home activity.**

Home: I will do \_\_\_\_\_ when \_\_\_\_\_

School: I will do \_\_\_\_\_ when \_\_\_\_\_

### Home Activity

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

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## Self-Regulation Home Activity



**Michigan Alliance for Families**  
Self-Regulation Home Activity Examples

**Session 2: Self-Regulation Activity Examples**

**1** Read, write, and draw a story about a character who is struggling with a problem. Use the story to practice self-regulation strategies.

**2** Write a story about a character who is struggling with a problem. Use the story to practice self-regulation strategies.

**Session 2: Self-Regulation Activity Examples**

**1** Read, write, and draw a story about a character who is struggling with a problem. Use the story to practice self-regulation strategies.

**2** Write a story about a character who is struggling with a problem. Use the story to practice self-regulation strategies.

### Home Activity

- Written or complete with pictures

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### Next Steps:

1. Review your Home Activities Checklist
2. Review Additional Resources on self-determination, self-advocacy, and self-regulation




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### We are here to support you!

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- @michiganallianceforfamilies
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For more information visit:  
<https://www.michiganallianceforfamilies.org>

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 En Español 313-217-1060  
 Statewide Email: [info@michiganallianceforfamilies.org](mailto:info@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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