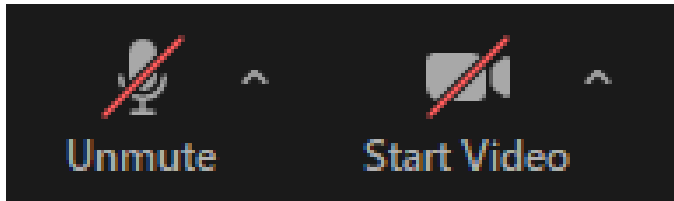


Self-Determination: Self-Advocacy and Self-Regulation

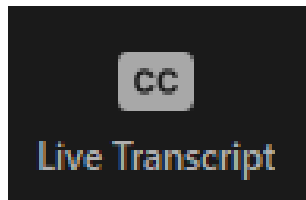
Stacie Rulison, Facilitator



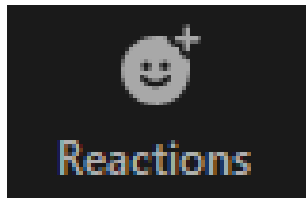
Zoom Housekeeping



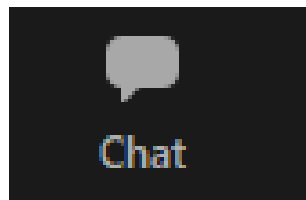
microphone and video controls



closed captions, select show subtitles



yes, no, raise hand



handouts, links, tech support,
questions/comments, survey link

Welcome Back

Your Name



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



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

Self-Determination Topics

- Session 1: Self-Awareness
- Session 1: Self-Efficacy (Self-Confidence)
- **Session 2: Self-Advocacy**
- **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)



Today-Session 2:

- Self-Advocacy
- Self-Regulation

Self-Determination Components



Review

Self-determination means:

- A. Being in control of my own 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)



Review-Self-Determination

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

- **me, my**



Review-Self-Determination

Where?

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



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)



Review

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

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

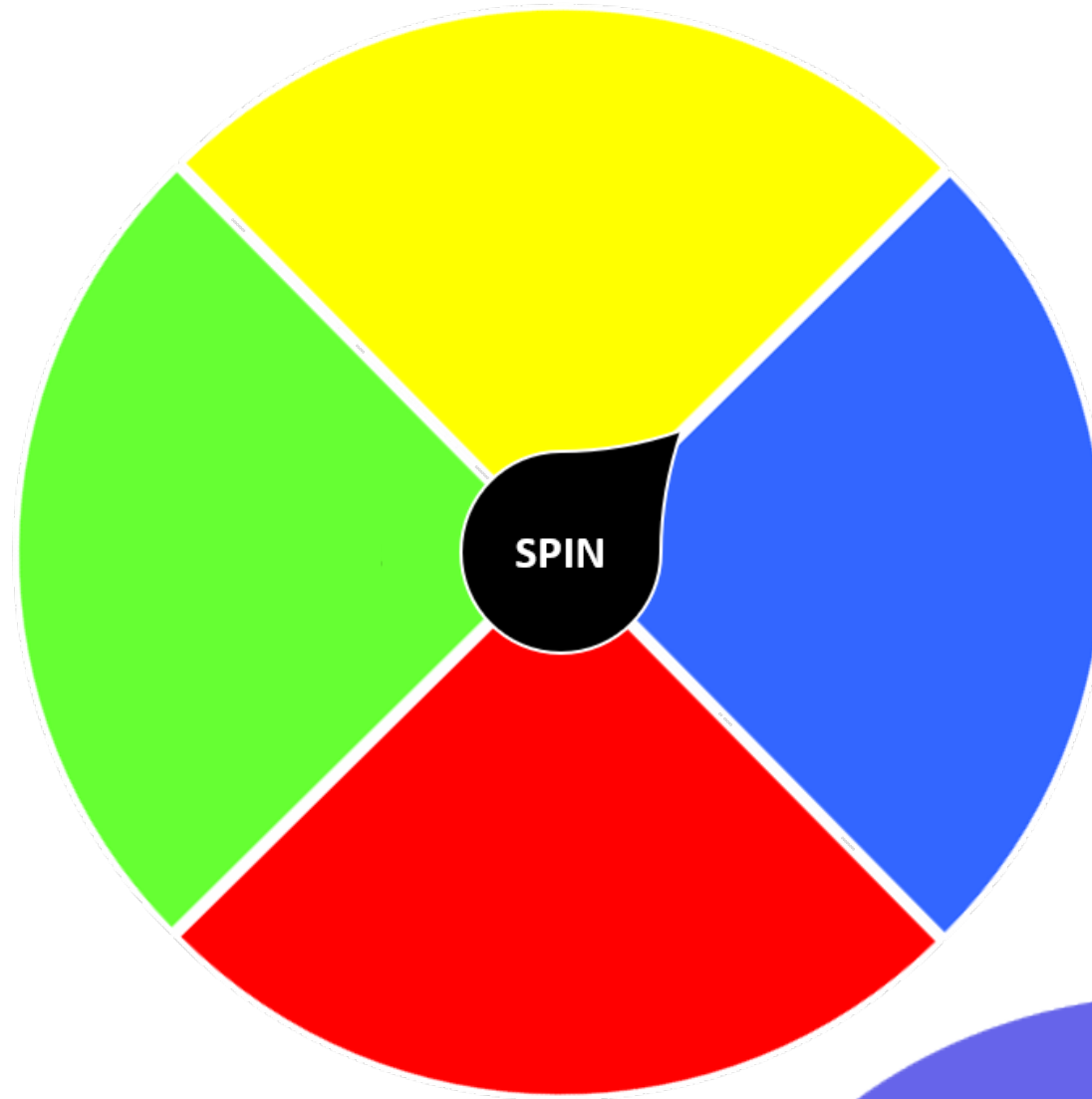
(Put A, B, or C for your answer in the chat)



Review

SPIN stands for...

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



Review

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



Review Self-Confidence (self-efficacy)



Believing in

_____!

- yourself

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
- 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

What self-advocates are saying...



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

https://youtu.be/B6890lXdG_w

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

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



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 account balances
- Getting organized and managing your time



Self-Advocacy

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

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

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
- Knowing who to go to with concerns and how to express them



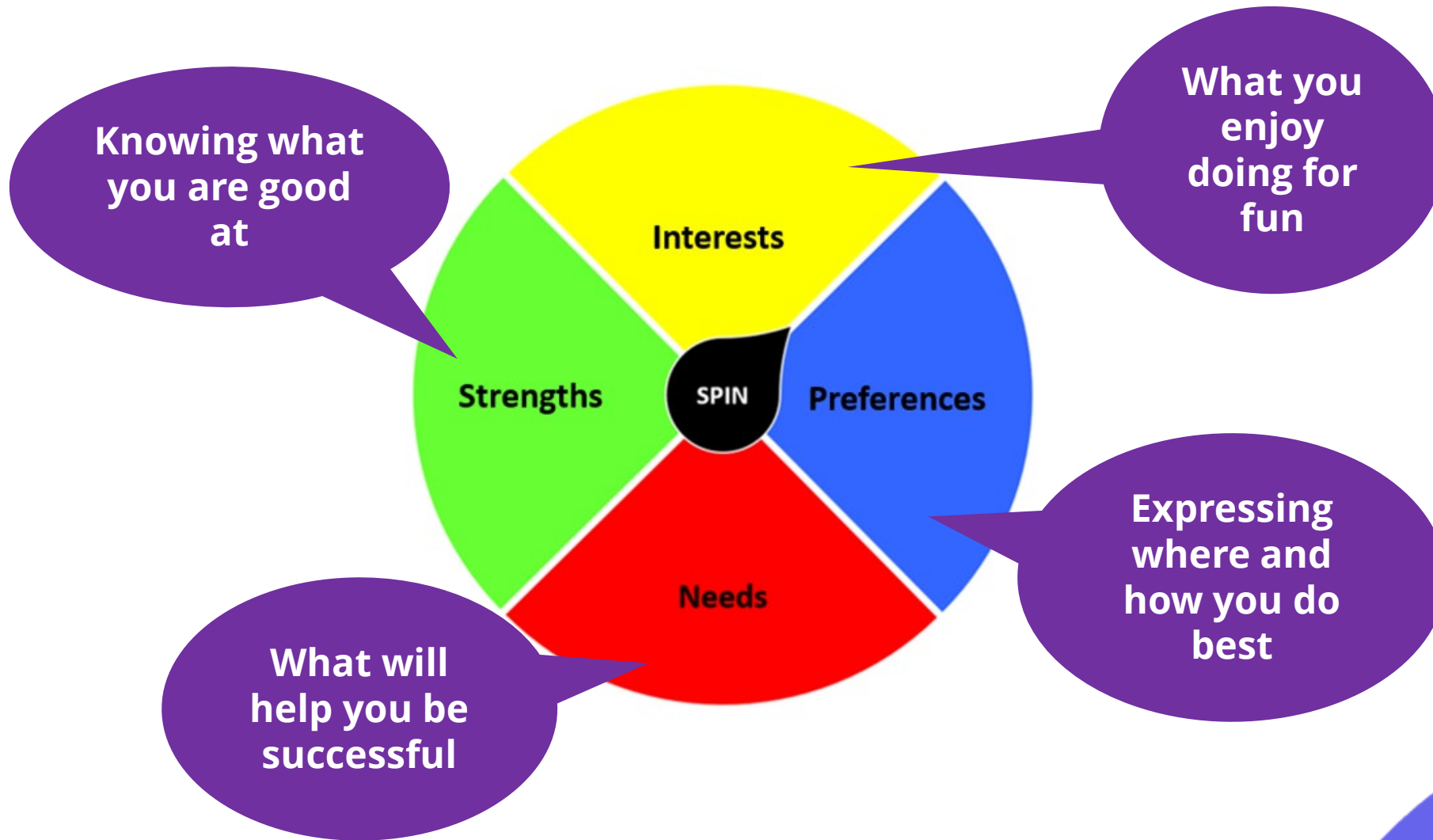
Self-Advocacy

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



Self-Advocacy and Your SPIN and IEP



Self-Advocacy

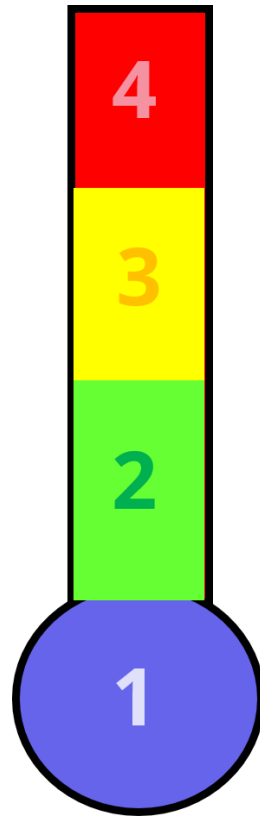
Which of the following DOES NOT show self-advocacy

- 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. Losing your wallet with your ID and money in it and not letting anyone know

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



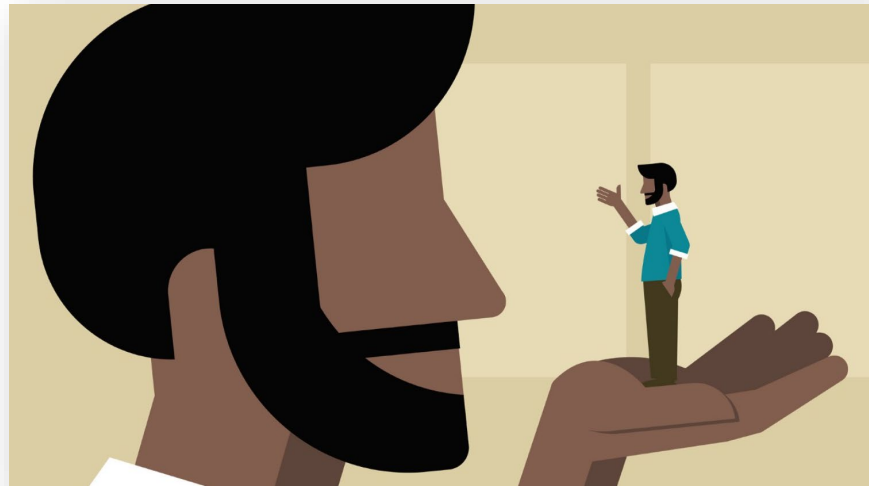
Self-Regulation



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



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 you act and respond

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

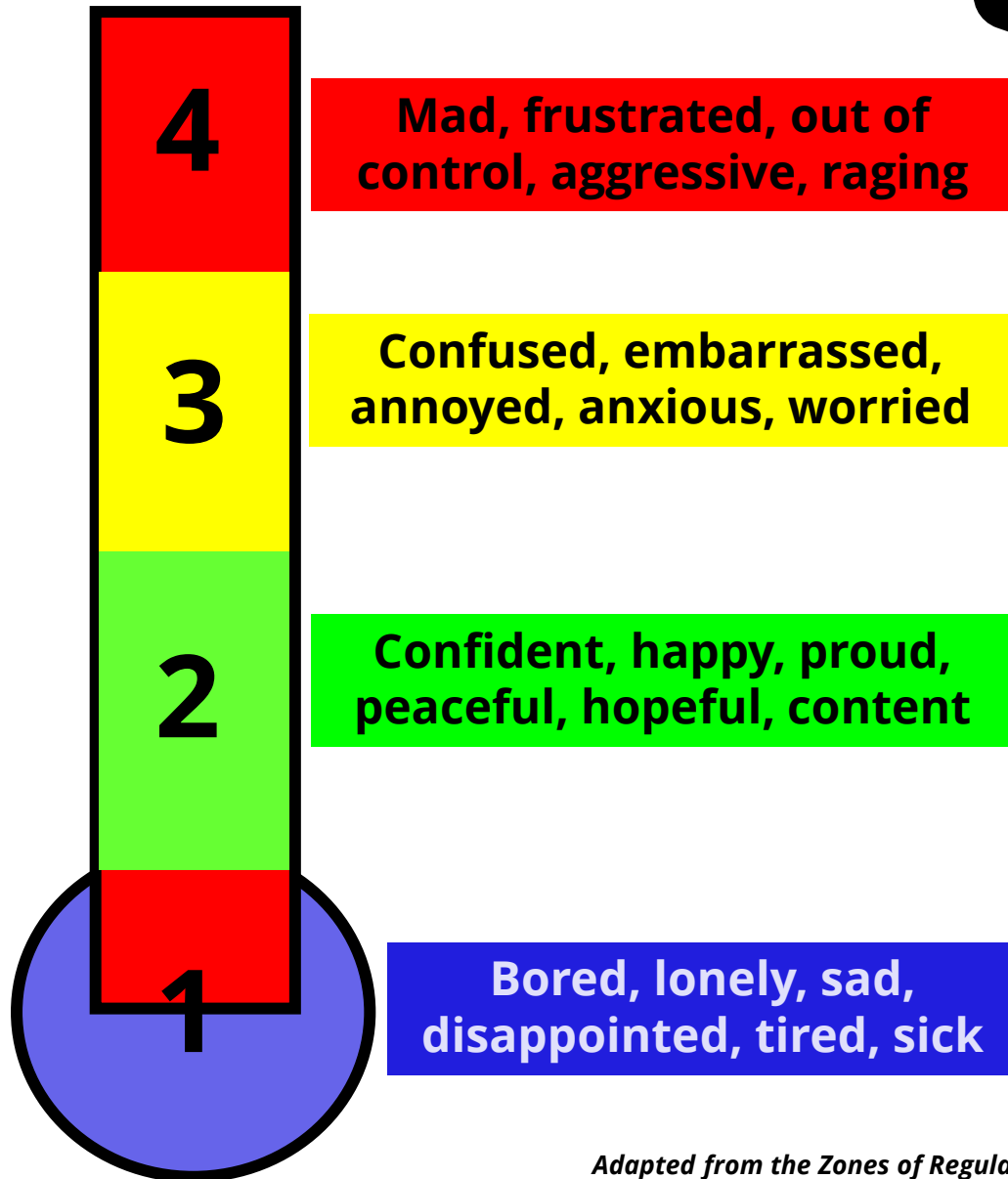


If we have Trouble with Self-Regulation

- 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



How do I feel?

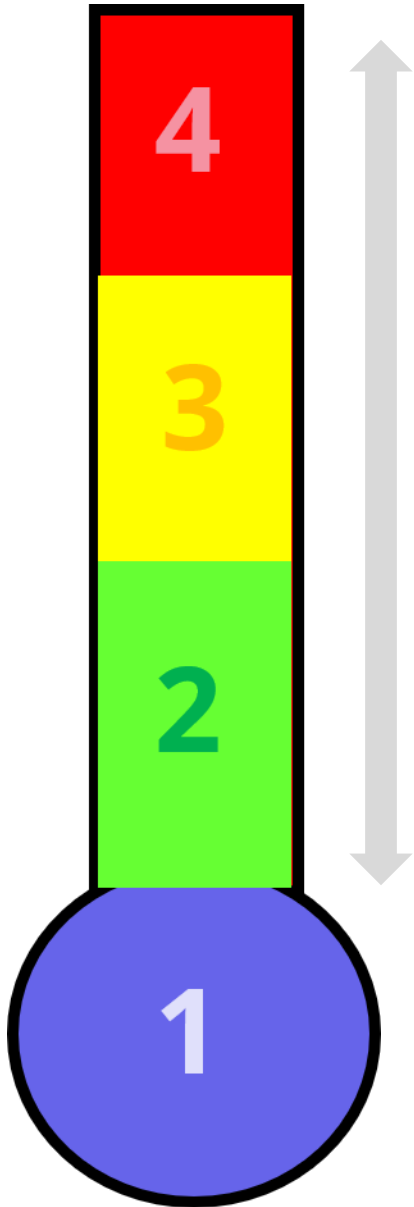


Zones of Regulation®

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

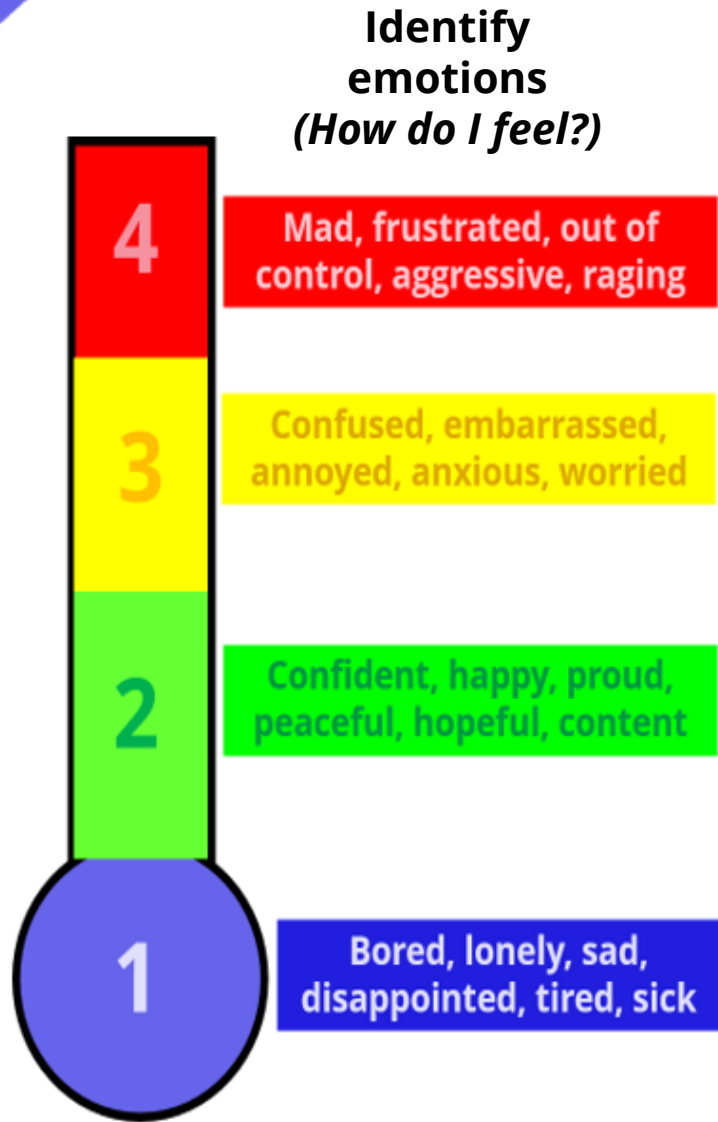
Adapted from the Zones of Regulation®

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 |


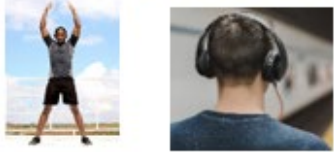



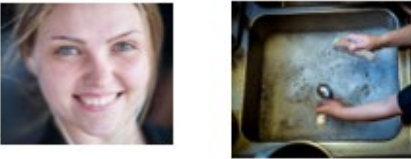

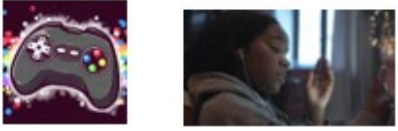


Self-Regulation-Example 2

Identify emotions
(How do I feel?)

Check
behavior

Regulate
Emotions









| | | 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 |  |  |



Coping Strategies

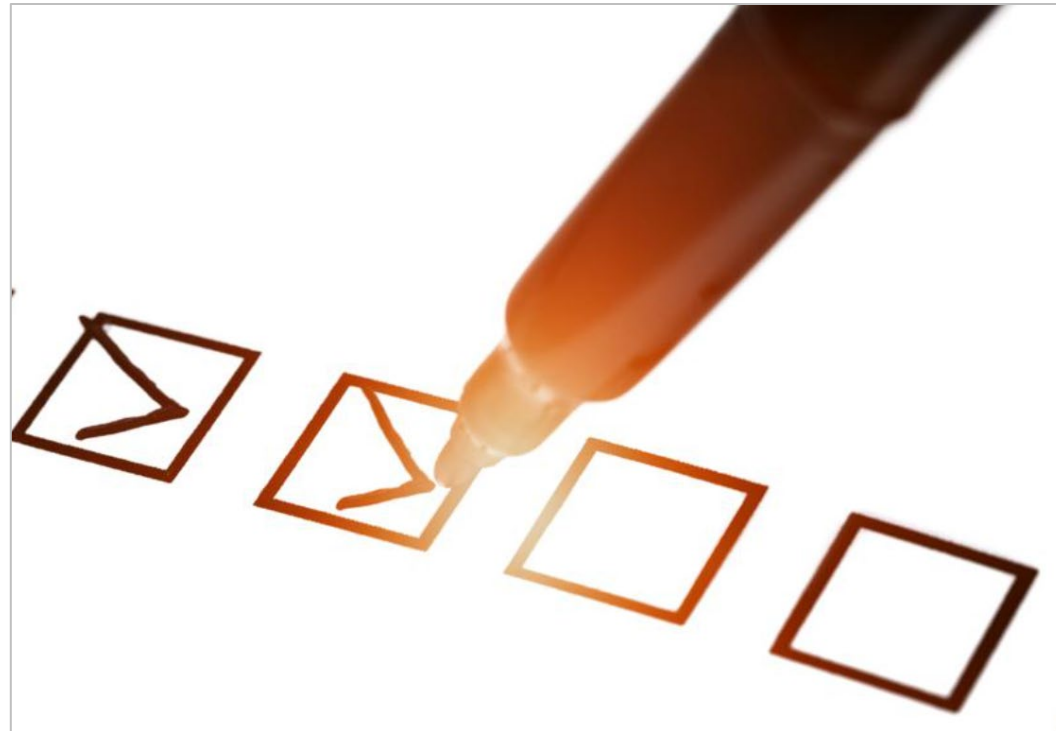
What helps calm you down?

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



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 at our next session

| 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 will be ideas for setting goals in in Session 4 |
| | 2 Complete the Self-Advocacy: MY Home and School Self-Advocacy Goal Ideas <ul style="list-style-type: none">Complete it with words or pictures, whatever works best for you |
| | 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 |

Home Activity-Checklist

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

Self-Advocacy-Independence Goals



MY Home and School Independence Goals Youth Self-Determination Series-Home Activity

Session 2-MY Home and School Goal Ideas

Follow the directions below. Please keep this document and information as we will use it in the training session on Goals to name steps toward your home and school goals.

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.

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

1. _____

2. _____

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

1. _____

2. _____

2. [START Home Independence Goal Ideas](#) document (you can view, print, or download this document)

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. _____

Home Activity

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



Self-Regulation Home Activity



| | | | | |
|--|---|--|--|---|
| | 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 are proud of |
| | 1 | Bored, lonely, sad, disappointed, tired, sick | Crying, not engaged, sleeping, withdrawn, frowning, no energy | Talk to someone, talk, stretch |

| | | | | |
|--|---|--|--------------------------|------------------------------------|
| | 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 | | |

Home Activity

- Written or complete with pictures

Next Steps:

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

We are here to support you!

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For more information visit:

<https://www.michiganallianceforfamilies.org>

Call: 800-552-4821

En Español 313-217-1060

Statewide Email: info@michiganallianceforfamilies.org



Michigan Alliance for Families

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