


Self-Determination: Self-Advocacy and Self-Regulation

Stacie Rulison, Facilitator





Michigan Alliance for Families
Information, support, and education

Welcome Back

Your Name 





↓


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



Michigan Alliance for Families
Information, support, and education

Ground Rules

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



Michigan Alliance for Families
Information, support, and education

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



Review Self-Confidence (self-efficacy)

Believing in _____!

- yourself



Self-Advocacy



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

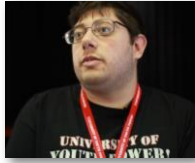
<p>Self-Advocacy IS ✓</p> <ul style="list-style-type: none"> ✓ A civil rights law for people with disabilities ✓ Speaking up for yourself ✓ Knowing your strengths and challenges ✓ Being part of your community ✓ Making decisions ✓ Learning from mistakes ✓ Something we all can do ✓ Managing emotions 	<p>Self-Advocacy IS NOT ✗</p> <ul style="list-style-type: none"> ✗ 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.



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



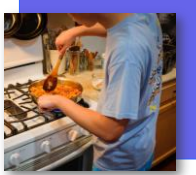
Increasing your **self-advocacy** can make you more **self-confident** and **independent**



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



Michigan Alliance for Families

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



Michigan Alliance for Families

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



Michigan Alliance for Families

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



Michigan Alliance for Families
 Michigan Department of Education

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

Michigan Alliance for Families
 Michigan Department of Education

Self-Advocacy and Your SPIN and IEP





Michigan Alliance for Families
 Michigan Department of Education

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?

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

Adapted from the Zones of Regulation®

Michigan Alliance for Families

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?

Michigan Alliance for Families

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 feel? Shouting, arguing, stomping, shutting down, withdrawing	What can I do about it? Exercise, count to 35, read a book, listen to music, take a nap
3 Confused, embarrassed, annoyed, anxious, worried	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
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 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?

Michigan Alliance for Families

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	Embarrassed, ashamed, annoyed, worried		
2	Overwhelmed, angry, proud, excited, happy, excited		
1	Bored, lonely, sad, disappointed, tired, sick		

What Zone Are You In?

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
<input type="checkbox"/>	1. Complete the Me! Scale Self-Advocacy in School assessment <ul style="list-style-type: none"> • Note activities you do not think you are doing <ul style="list-style-type: none"> • These will be ideas for setting goals in Session 4
<input type="checkbox"/>	2. Complete the Self-Advocacy Me! Home and School Self-Advocacy Goal Ideas <ul style="list-style-type: none"> • Complete it with words or pictures, whatever works best for you
<input type="checkbox"/>	3. Complete the Self-Regulation Home Activity <ul style="list-style-type: none"> • Complete it with words or pictures, whatever works best for you
<input type="checkbox"/>	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
Write self-advocacy goals for Home and School

Session 2: Self-Advocacy and School Goal Ideas

Write the activities below. These are the activities you will use to work on the learning objectives that you set for yourself. Write them in your notebook.

1. Review the **Me! Scale Self-Advocacy in School** assessment you did. In a separate document, write self-advocacy goals you will use to work on the skills you need to be successful.


Home: I will be able to _____

School: I will be able to _____

2. Review the **Self-Regulation Home Activity** you did. In a separate document, write self-regulation goals you will use to work on the skills you need to be successful.

Home: I will be able to _____


School: I will be able to _____



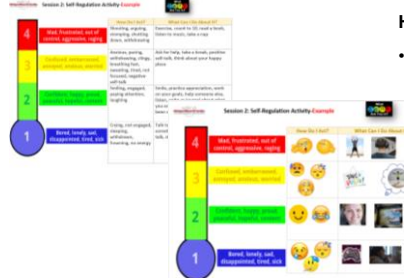
Home Activity

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

Self-Regulation Home Activity




Session 2: Self-Regulation Home Activity Examples



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!

- @MichiganAllianceForFamilies
- @michiganallianceforfamilies
- /MichiganAlliance



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

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).

www.michiganallianceforfamilies.org
 1-800-552-4821
info@michiganallianceforfamilies.org