

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

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# Welcome Back

Your Name



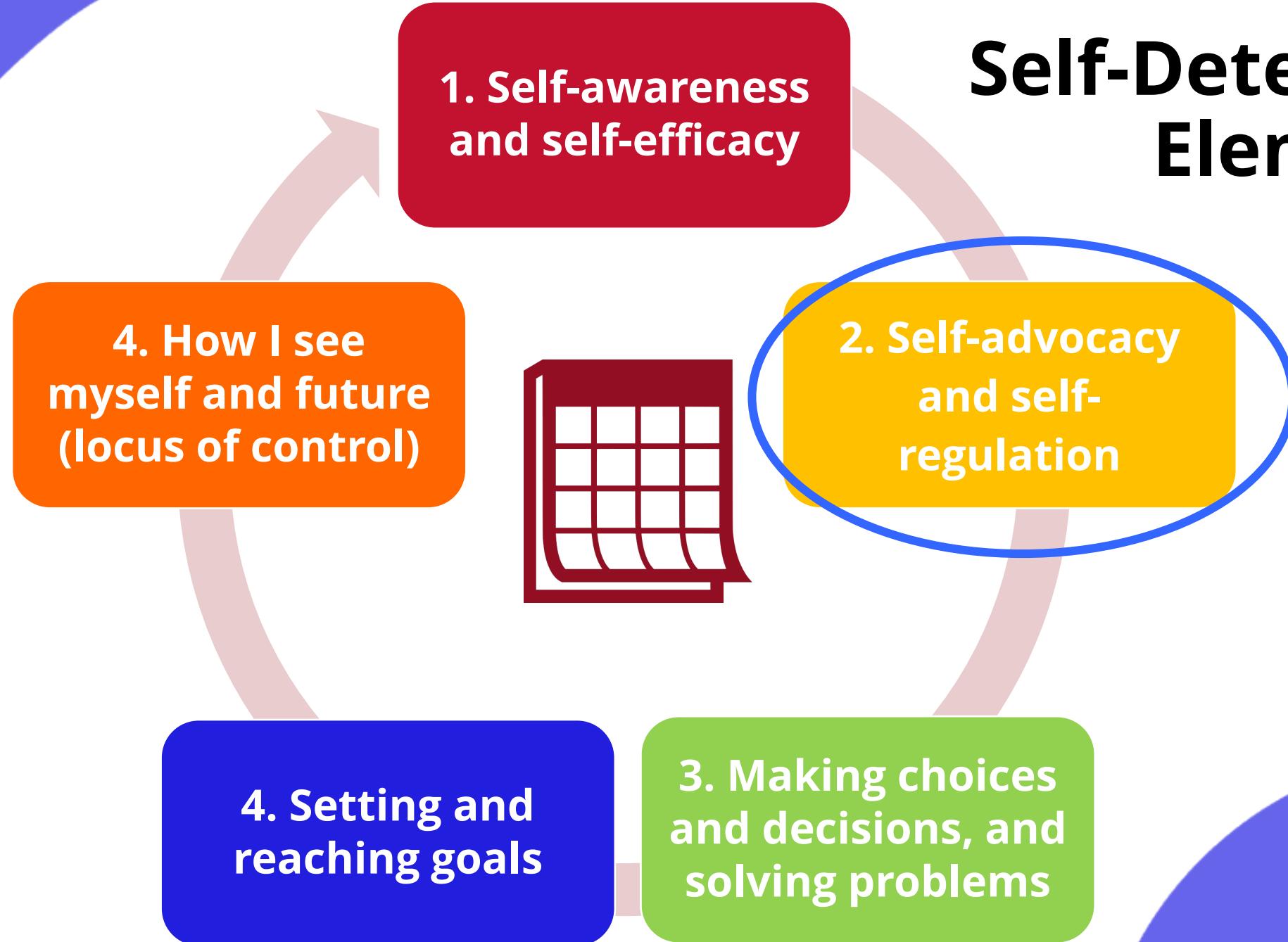
**Todays Question: if you could go anywhere, where would it be?**



# What We Will Do Today

- Review last week's 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



# Self-Determination is...



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

- **me**



# Self-Determination is used at...

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



**EVERWHERE!**

# At School

## Why is being part of your IEP meeting important?

- It's about you
- Making decisions about your education and life
- Practicing social, advocacy, and communication skills
- Helping you reach your goals

# Self-Awareness is about...

- A. Knowing other people's strengths and what they need to work on.
- B. Looking in the mirror and seeing what I look like
- C. Knowing what I'm good at and what I 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 you see yourself
- C. How your teachers or boss sees you

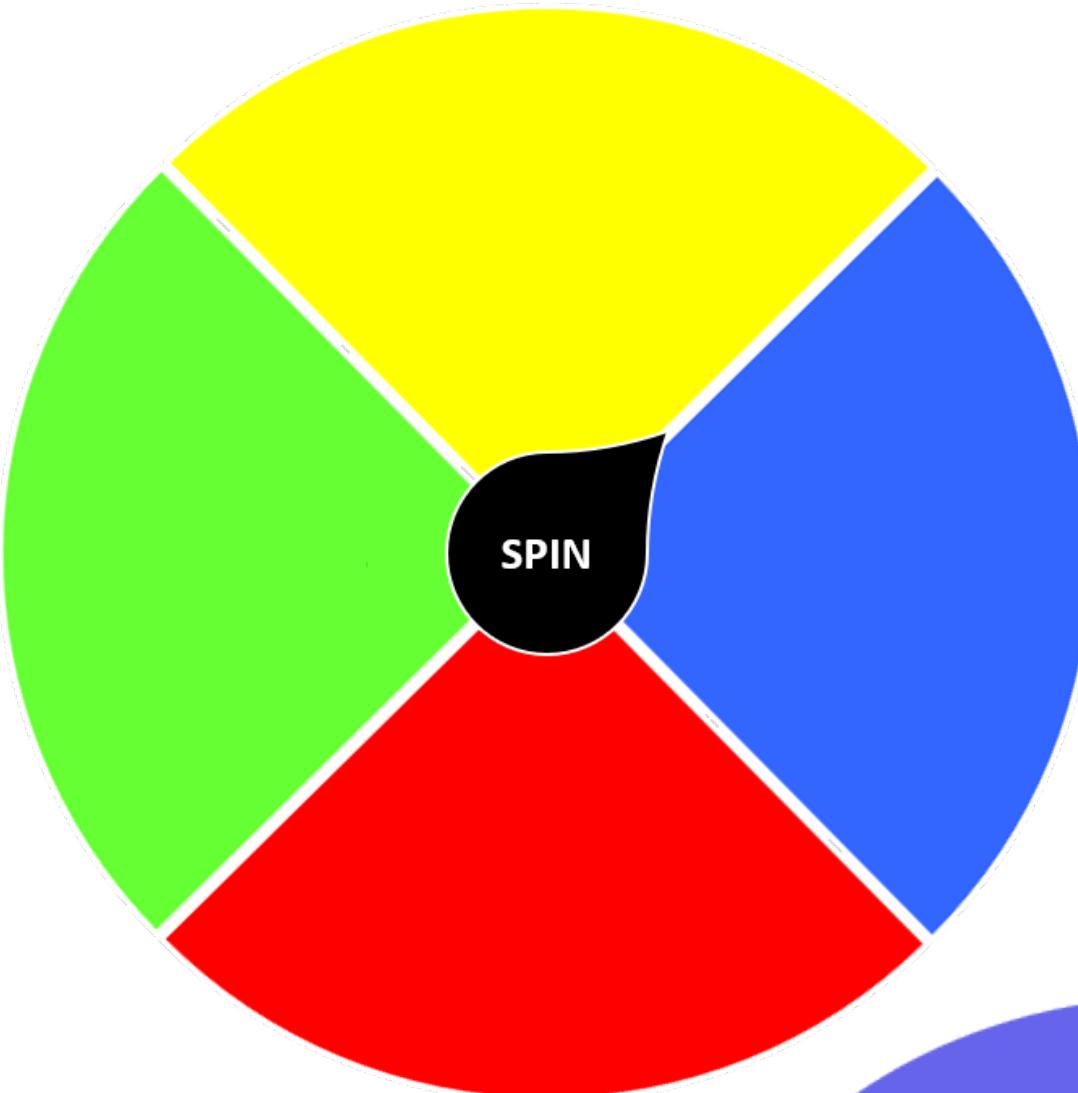


*(Put A, B, or C for your answer in the chat)*

# Review

**SPIN stands for...**

- S
- P
- I
- N

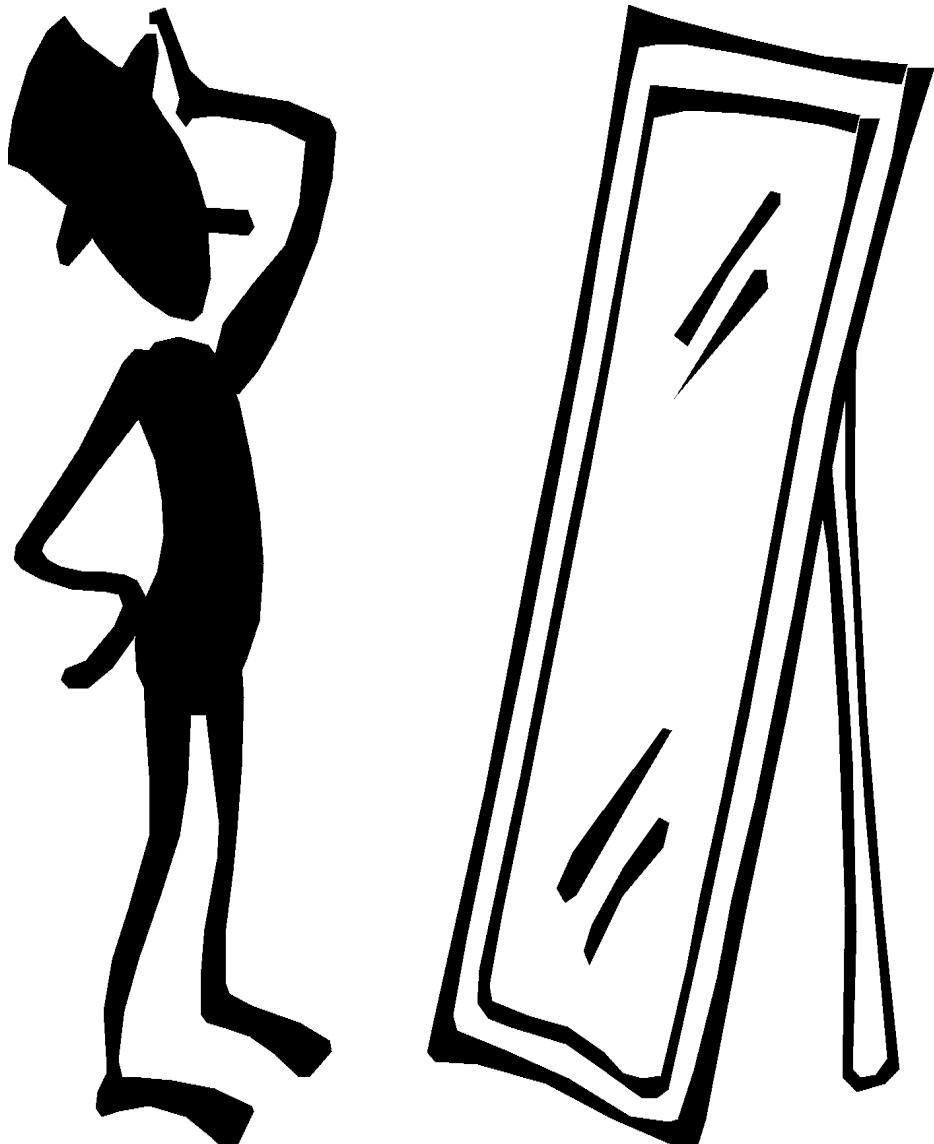


# Review

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



# Review Self-Confidence



**Self-confidence  
(or self-efficacy)  
means believing  
in y\_\_\_\_\_!**

- yourself

# Self-Advocacy



# Being a Self-Advocate

Means YOU...

- Know what you want
- Have more control of you
- Make life decisions that are best for you
- Speak-up for yourself
- Understand your disability, strengths, and challenges
- Do what you say you will do (follow through on 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

# Self-Advocacy

What self-advocates are saying...



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

[https://youtu.be/B6890IXdG\\_w](https://youtu.be/B6890IXdG_w)

# Disability Rights

## Civil Rights Law: Americans with Disability Act (ADA)

- Do NOT discriminate!
  - Treating people with and without disabilities the same
  - Not legal to not treat people the same (discriminate) because of their disability
  - In employment, public places, transportation, and programs offered by the government



# Disability Rights and Education

## Individuals with Disabilities Education Act (IDEA)

- Part of Section 504 of the Rehabilitation Act
- Works with ADA for children and adults with disabilities to protect their equal treatment and inclusion in education
- Individualized Education Program (IEP) is your education plan to meet your own needs and make sure you get the supports and services you require in your education.
  - You get accommodations or modifications so you can be included as much as possible with your peers at school without disabilities.



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



# Disclosure

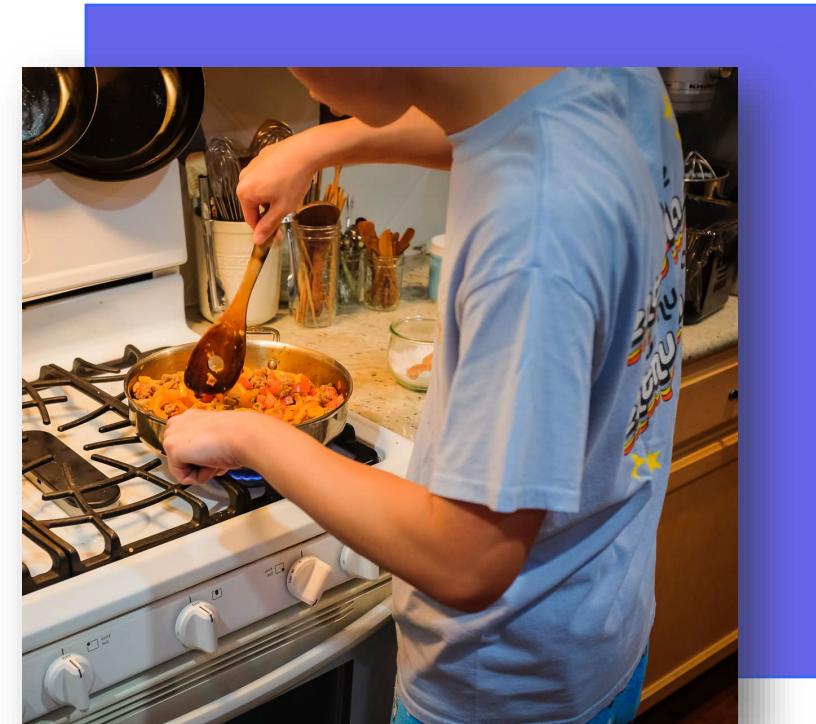
- Letting someone know you have a disability
- YOU decide if, when, how much to tell
- Disclosing helps at work and school in getting accommodations
- May want to think about this before you interview, start a job, or start an educational program after high school



# Home

## Speaking up 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



# School

## Speaking up at school

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



# Community

## Speaking up for yourself and getting help in the community

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



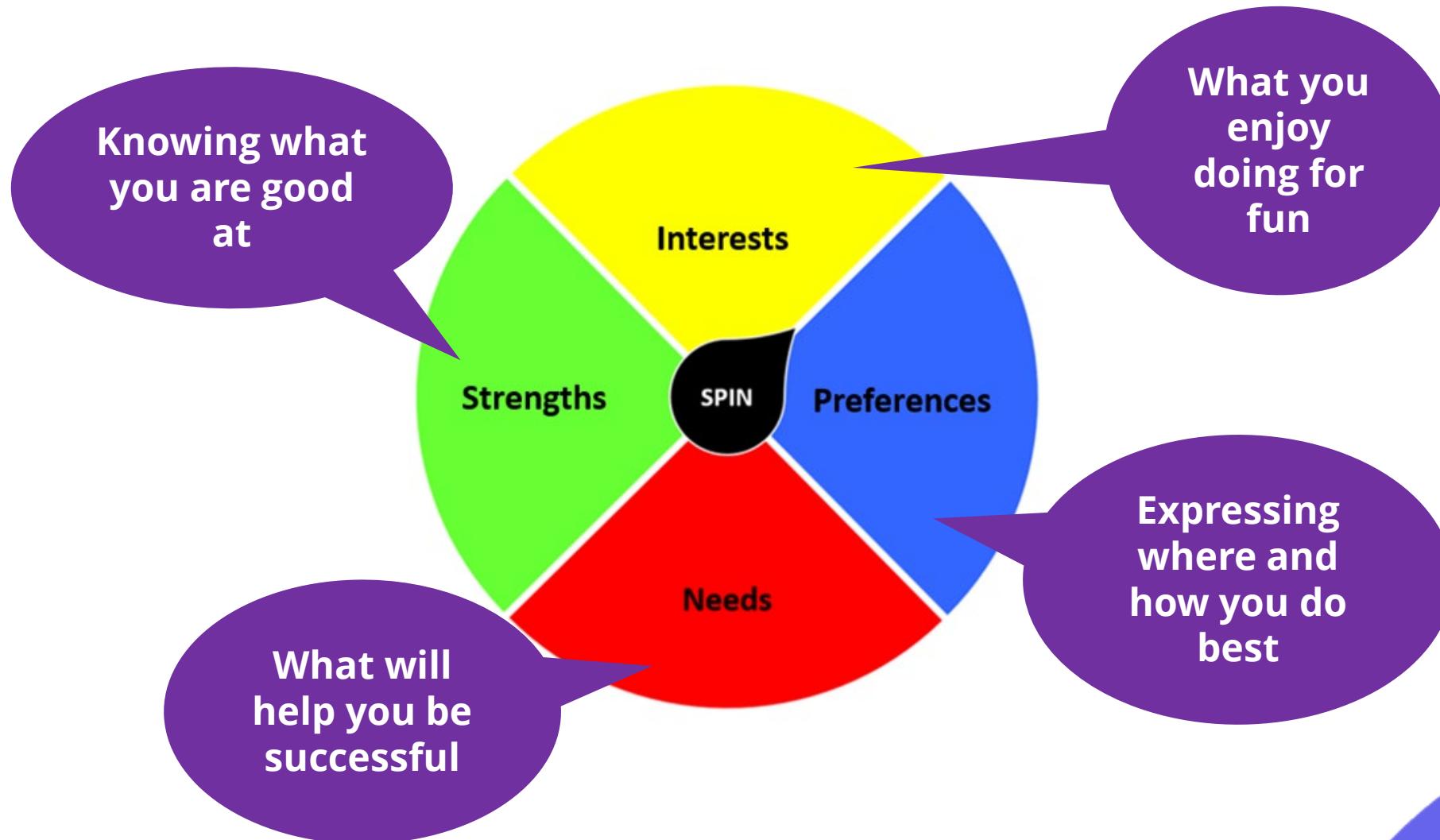
# Work

**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 anything that is hard for you
- Asking your supervisor or co-workers to help with questions you have
- Understanding feedback and what you can improve on your job



# Self-Advocacy and Your SPIN and IEP



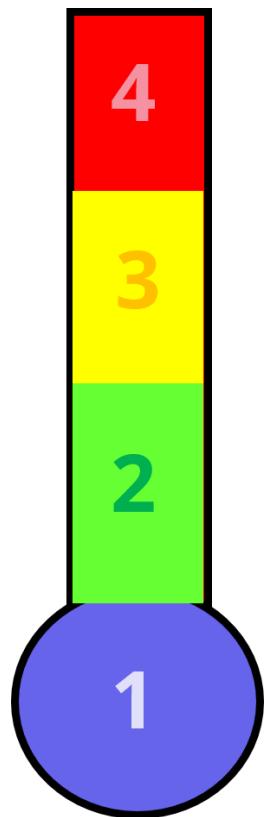
# Which one shows self-advocacy?

- A. Letting your employer know you have a disability if you start having problems at work
- B. Not asking your teacher for help when you lose your assignment

*(Put A or B in chat!)*

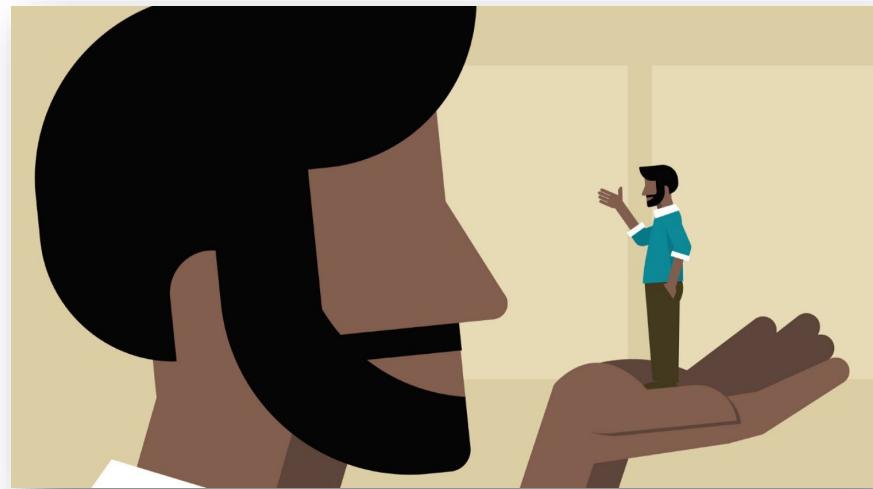


# Self-Regulation



# 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



# Involves...

- Noticing when you are getting upset, angry, stressed out, anxious, frustrated
- Understanding what will happen if you act in certain ways (consequences)
- Trying to be more positive than negative
- Managing how you act and respond

# Why it is Important

Self-regulation helps us...

- Focus and be less distracted
- Learn
- Keep jobs
- Reduce anxiety and stress
- Become more independent



# If we have a Hard Time

- Overreact to things that happen
- Have emotional outbursts (really emotional)
- 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?

School:

Eat breakfast

Do homework in  
resource room

Go to bed by 9:30

### Now

Does it happen now?

School:

Not usually

Sometimes

Yes, usually  
every day

### Action

What needs to happen to make  
it a good 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

### Support

Who can help me?

My parents

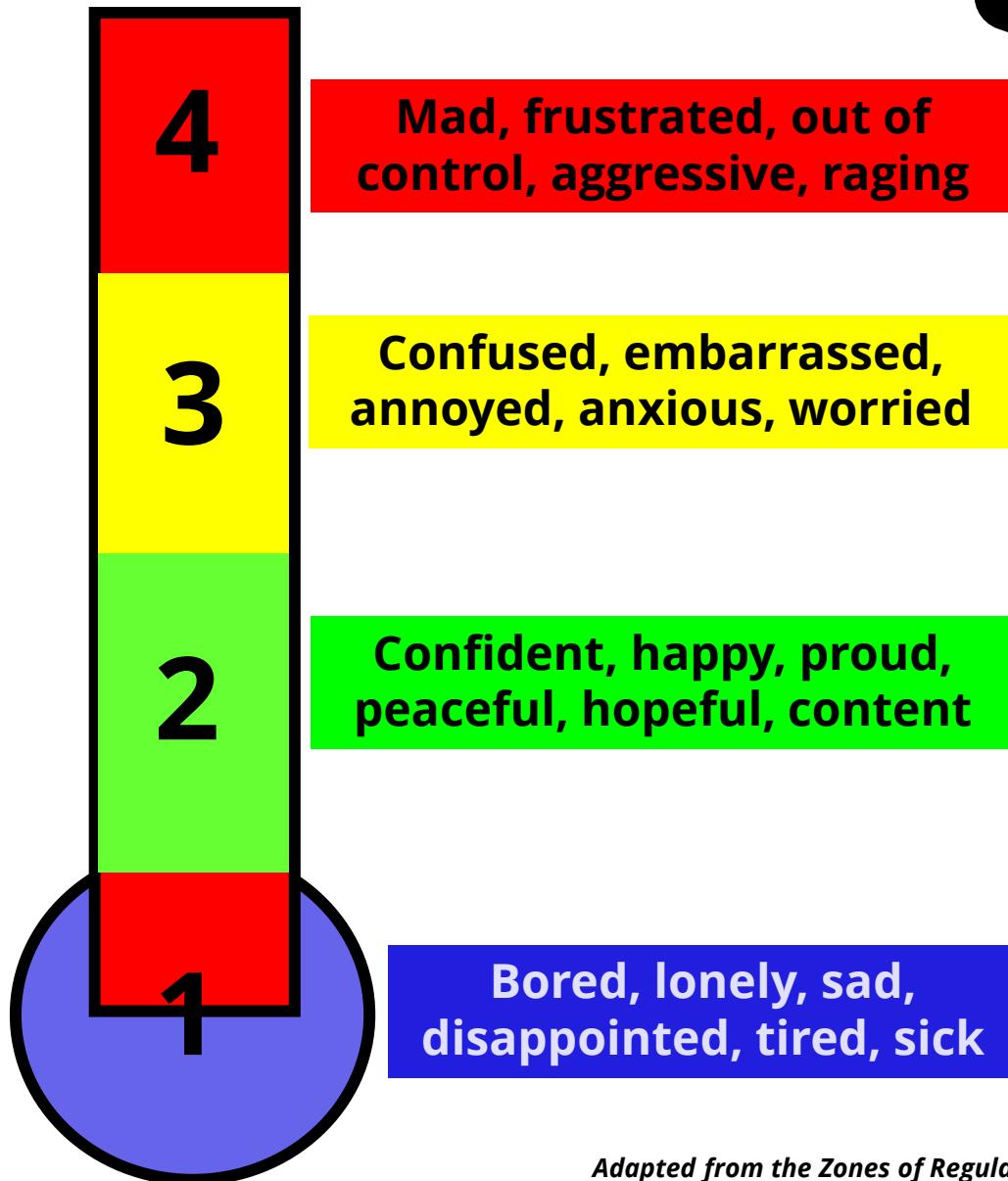
My resource room  
teacher

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



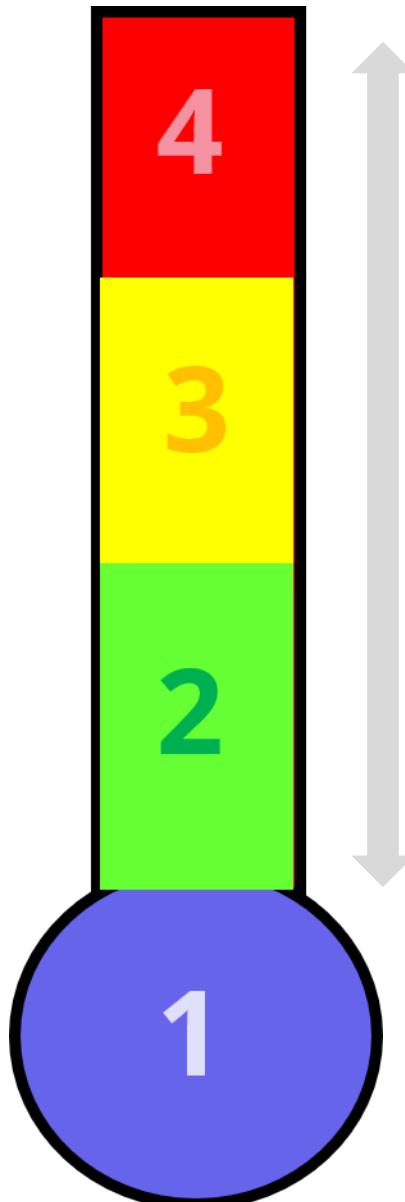
# How do I feel?



# 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

# We can Change our Zones



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

# Self-Regulation-Example-1

	Identify emotions <i>(How do I feel?)</i>	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	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



# Self-Regulation-Example 2

Identify emotions  
(How do I feel?)

Check  
behavior

Regulate  
Emotions

4

Mad, frustrated, out of control, aggressive, raging

3

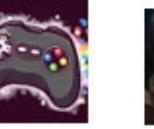
Confused, embarrassed, annoyed, anxious, worried

2

Confident, happy, proud, peaceful, hopeful, content

1

Bored, lonely, sad, disappointed, tired, sick

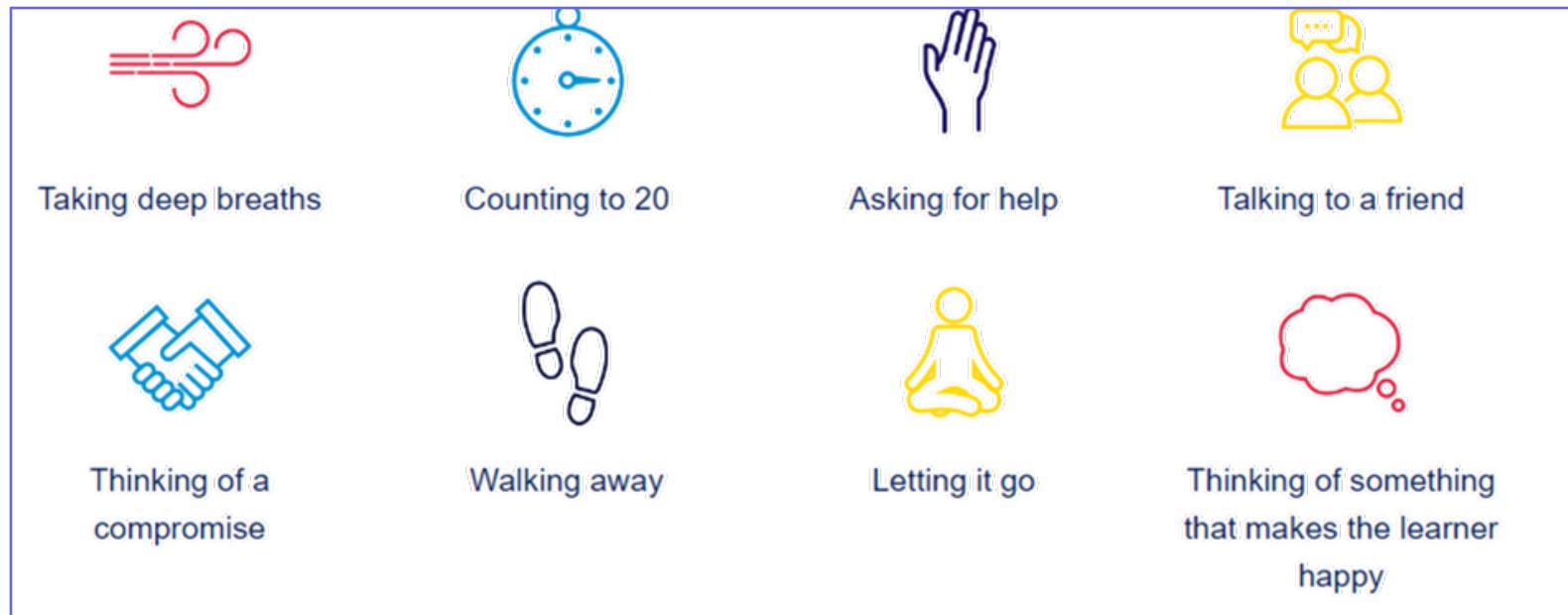
How Do I Act?	What Can I Do About It?
 	 
   	 
 	 
  	 



# Calming Strategies

## What helps calm you down?

*What works for  
YOU—it might  
different than  
others*



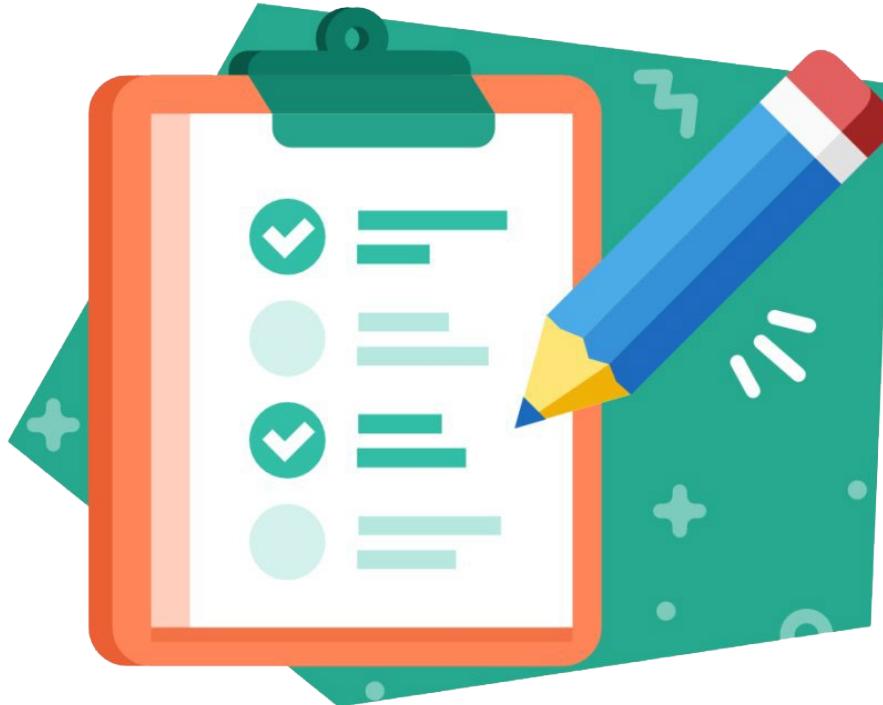
# Good Day Plan-Video

<https://vimeo.com/504563564>



# Home Activities

*(We will review next week)*



# 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**

# Self-Determination-Home Activities Checklist

 Michigan Alliance for Families  
information, support, and education

Youth Self-Determination Series-Home Activities Checklist

**Session 2: Self-Advocacy & 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 <a href="#">Me! Scale Self-Advocacy in School</a> assessment <ul style="list-style-type: none"><li>• Note activities you do not think you are doing</li><li>• These may be ideas for setting <a href="#">goals</a> in Session 4</li></ul>
	2. Complete the Self-Advocacy: MY Home and School Self-Advocacy Goal Ideas document <ul style="list-style-type: none"><li>• Complete it with words or pictures, whatever works best for you</li></ul>
	3. Complete the Good Day Plan (do one of the following): <ul style="list-style-type: none"><li>• Access from the I'm Determined Website-<a href="#">Good Day Plan</a> and download the <a href="#">Good Day Plan</a>; you can use the <a href="#">Implementation Guide</a> for more information OR</li><li>• ARC@School's Good Day Plan (student template is in the toolkit) The ARC@School Self-Determination Student Toolkit: <a href="#">English Version</a> and <a href="#">Estudiantes</a> (Spanish Version)</li><li>• Watching the <a href="#">Good Day Plan video</a> may be helpful in creating your Good Day Plan</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>

## 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: 1.6.2025      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](http://www.imdetermined.org/resources).



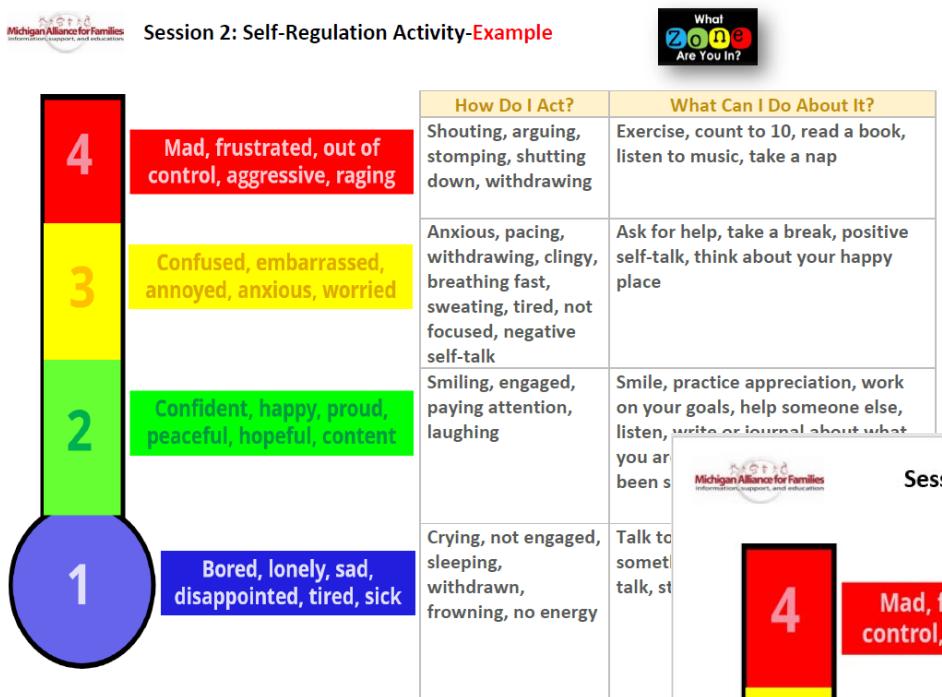
## Home Activity

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

# Self-Regulation Home Activity



## Session 2: Self-Regulation Activity-Example



## Session 2: Self-Regulation Activity-Example



## Home Activity

- Written or complete with pictures

# We are here to support you!



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For more information visit

[www.michiganallianceforfamilies.org](http://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 (MDE-OSE); the Michigan Department of Lifelong Education, Advancement, and Potential (MiLEAP); and Michigan's Federal Parent-Training and Information Center (PTIC) funded by the U.S. Department of Education, Office of Special Education Programs(OSEP).

[www.michiganallianceforfamilies.org](http://www.michiganallianceforfamilies.org)

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