

Self-Determination: Self-Advocacy and Self-Regulation

1

Welcome Back

Your Name

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

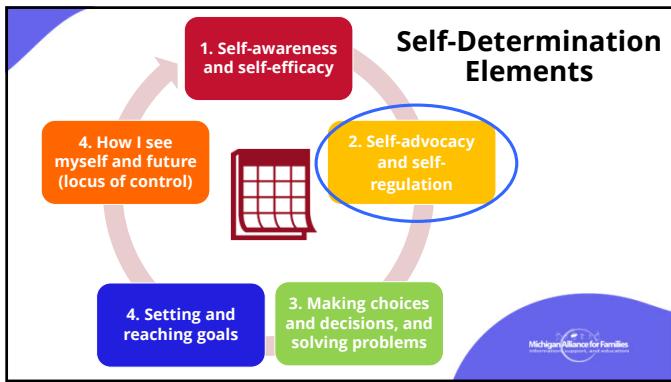
Michigan Alliance for Families
www.michiganalliance.org

2

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

3



4



5



6

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



7

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)



8

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)

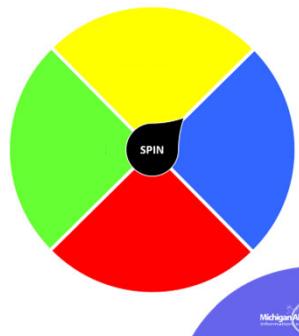


9

Review

SPIN stands for...

- S
- P
- I
- N

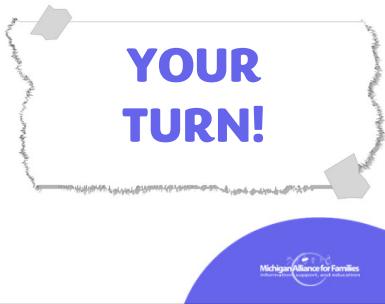


Michigan Alliance for Families
Improving Lives. Improving Families. Improving Lives.

10

Review

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



11

Review Self-Confidence



Self-confidence
(or self-efficacy)
means believing
in y _____!
• yourself

Michigan Alliance for Families
Improving Lives. Improving Families. Improving Lives.

12

Self-Advocacy



Michigan Alliance for Families
Advocacy, Independence, and Empowerment

13

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



Michigan Alliance for Families
Advocacy, Independence, and Empowerment

14

Self-Advocacy means becoming more and more independent!



Michigan Alliance for Families
Advocacy, Independence, and Empowerment

15

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 ✗

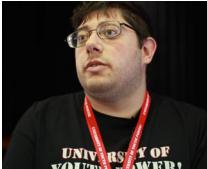
- ✗ A program or fad
- ✗ Complaining or being negative
- ✗ Criticizing or putting yourself down
- ✗ Staying home and not trying new things
- ✗ Letting others make most of your decisions
- ✗ Not taking chances and repeating mistakes
- ✗ Only for people with disabilities
- ✗ Being angry

Adapted from self-advocacy.org

16

Self-Advocacy

What self-advocates are saying...



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

https://youtu.be/B68901XdG_w

17

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

18

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.



19

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



20

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



21

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



22

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



23

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



24

Work

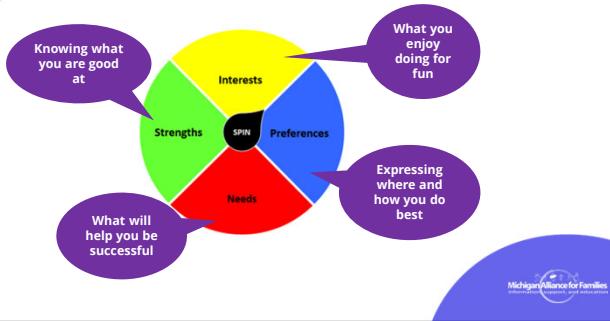
Being able to speak up for yourself and knowing who can help you at work...

- 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



25

Self-Advocacy and Your SPIN and IEP



26

Which one shows self-advocacy?

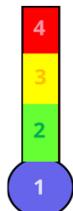
- A. Letting your employer know you have a disability if you start having problems at work
- B. Not asking your teacher for help when you lose your assignment

(Put A or B in chat!)



27

Self-Regulation



Michigan Alliance for Families
Improving Lives. Improving Families. Improving Education.

28

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



Michigan Alliance for Families
Improving Lives. Improving Families. Improving Education.

29

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

Michigan Alliance for Families
Improving Lives. Improving Families. Improving Education.

30

Why it is Important

Self-regulation helps us...

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



31

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



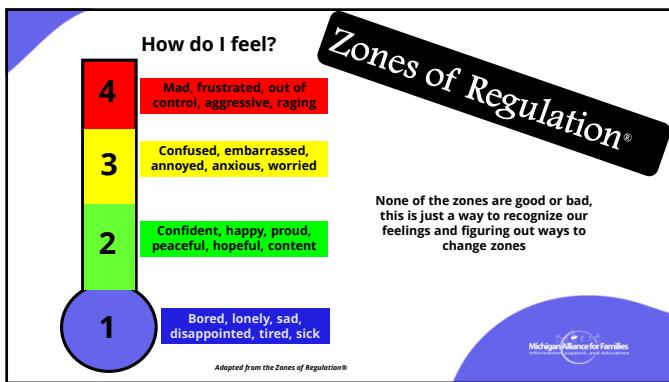
32

Good Day Plan

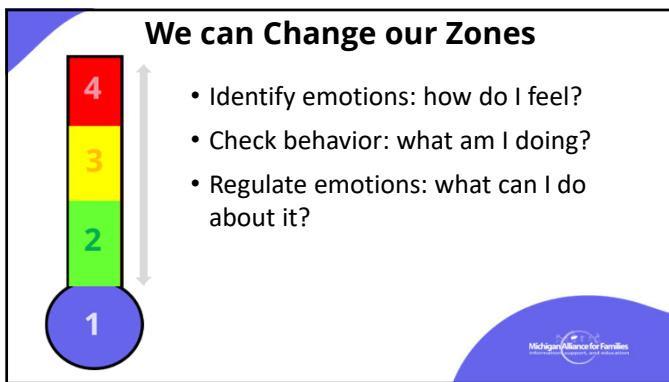
Good Day Plan			
Name: _____	Date: _____		
 <p>Good Day Plan</p> <p>Answer each of the four parts in this Good Day Plan. Think about what happens on the best days and write or type out what happens. If it's happening now, what can you do to have a good day, and what help can you use along the way.</p>			
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

- 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

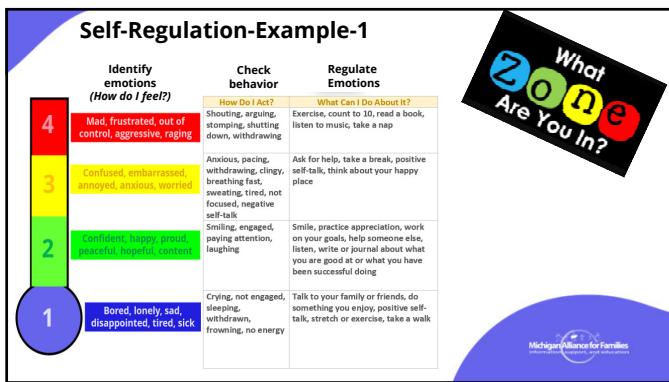
33



34



35



36

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 Confused, embarrassed, annoyed, anxious, worried	 	 
2 Confident, happy, proud, peaceful, hopeful, content	 	 
1 Bored, lonely, sad, disappointed, tired, sick	 	 



37

Calming Strategies

What helps calm you down?

 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



38

Good Day Plan-Video





39

Home Activities

(We will review next week)



Michigan Alliance for Families
Information, Support, and Education

40

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

Michigan Alliance for Families
Information, Support, and Education

41

Self-Determination-Home Activities Checklist

Michigan Alliance for Families
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 I'm Self-Determined School assessment
 - Note activities you do not think you are doing
 - These may be ideas for setting goals in Session 4
2. Complete the Self Advocacy My Home and School Self-Advocacy Goal Ideas document
 - Complete it with words or pictures, whatever works best for you
3. Complete the Good Day Plan (do one of the following)
 - Access from the I'm Determined Website [Good Day Plan](#) and download the template you can use the [Implementation Guide](#) for more information
 - ABC's Good Day Plan (student template is in the toolkit)
 - The ABC School Self-Determination Student Toolkit [English](#) [Spanish](#) [French](#) [Spanish video](#)
 - Watching the [Good Day Plan video](#) may be helpful in creating your Good Day Plan
4. Complete the Self Regulation-Home Activity
 - Complete it with words or pictures, whatever works best for you

Michigan Alliance for Families
Information, Support, and Education

42

Self-Advocacy-Independence Goals

43

Good Day Plan			
Good Day	Now	Action	Support
What happens on a good day?	Does it happen now?	What needs to happen to make it a good day?	Who can help me?
<p>Answer each of the four parts in this Good Day Plan. Think about what happens on the best days and write or draw what happens. If it's happening now, what can you do to have a good day, and what help you can use along the way.</p>			
 <p>Scan code for more guidance, videos, and examples.</p> <p>For additional resources visit www.michiganallianceforfamilies.org</p>			

44

45

We are here to support you!



@MichiganAllianceForFamilies
@michiganallianceforfamilies
/MichiganAlliance

For more information visit
www.michiganallianceforfamilies.org

Call 800-552-4821
 En Espanol 313-217-1060
 248-963-0607 لله الحمد
info@michiganallianceforfamilies.org

Michigan Alliance for Families
Information, support, and education

46

Michigan Alliance for Families

In collaboration with


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





Michigan Alliance for Families
Information, support, and education

47