

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

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## Welcome Back

**Today's Question: if you could go anywhere, where would it be?**



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## 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



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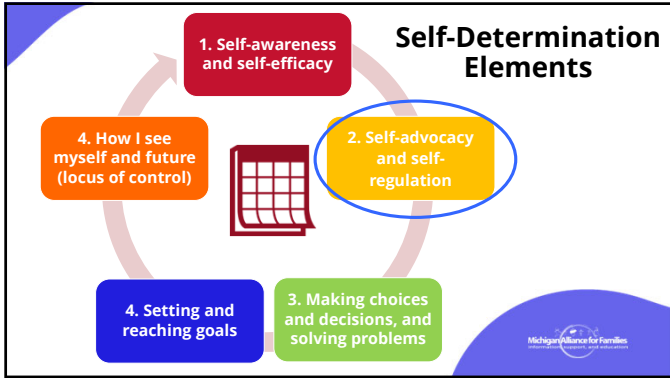
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### Self-Determination is...



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

- me



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### Self-Determination is used at...

**EVERYWHERE!**

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



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**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



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**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)*



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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 or boss sees you

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



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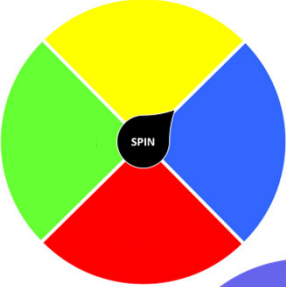

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### Review

**SPIN stands for...**

- S
- P
- I
- N

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### Review

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

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### Review Self-Confidence



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

- yourself



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## 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

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## Self-Advocacy

### What self-advocates are saying...



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

<https://youtu.be/B6890XdG w>

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## 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



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## 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.



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



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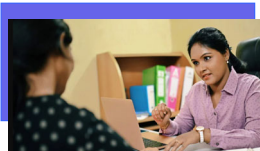
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## Disclosure

- 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



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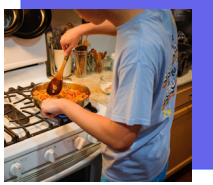
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## Home

### 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



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## 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



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## 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



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## 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



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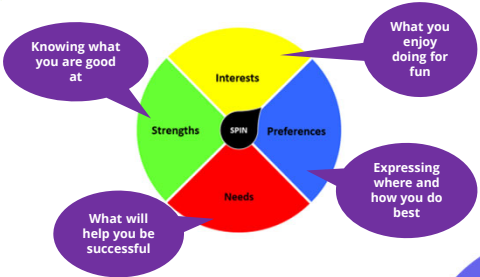
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## Self-Advocacy and Your SPIN and IEP



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## Which one shows self-advocacy?

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

*(Put A or B in chat!)*



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# Self-Regulation



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## 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



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## 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

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## Why it is Important

Self-regulation helps us...

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



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## 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



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## Good Day Plan

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

**Good Day Plan**  
Answer each of the four areas 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?
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

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### 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

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Adapted from the Zones of Regulation®

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### 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?

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### Self-Regulation-Example-1

Identify emotions (How do I feel?)	Check behavior	Regulate Emotions
<b>4</b> Mad, frustrated, out of control, aggressive, raging	<b>How Do I Act?</b> Shouting, arguing, stomping, shutting down, withdrawing	<b>What Can I Do About It?</b> Exercise, count to 10, read a book, listen to music, take a nap
<b>3</b> 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
<b>2</b> 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
<b>1</b> 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?**

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### Self-Regulation-Example 2

**Identify emotions**  
*(How do I feel?)*

4	Mad, frustrated, out of control, aggressive, raging
3	Confused, embarrassed, annoyed, anxious, worried
2	Confident, happy, proud, excited, respectful, relaxed
1	Bored, lonely, sad, disappointed, tired, sick

**Check behavior**

How Do I Act?

What Can I Do About It?

**Regulate Emotions**

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### Calming 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

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### Good Day Plan-Video

<https://vimeo.com/504563564>

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## Home Activities

*(We will review next week)*




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## 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



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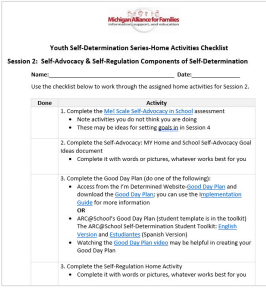
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## Self-Determination-Home Activities Checklist



### 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



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In collaboration with 

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