

Self-Regulation

Helping Those Impacted by Trauma

by Brad Chapin, LCP, MLP

Types of ACES

- Abuse
 - Physical
 - Emotional
 - Sexual
- Neglect
 - Physical
 - Emotional
- Household Dysfunction
 - Mental Illness
 - Substance Abuse
 - Divorce
 - Incarceration
 - Mother treated violently

**=Immense Challenge
at a TOXIC Level**

ACES Impact

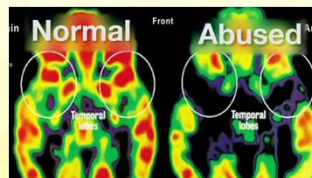
Relationship between early childhood trauma and health and well-being problems later in life.

Source: World Health Organization



Aspects of Trauma

- Something experienced
- Often sudden and unexpected but can be chronic
- Significant actual or perceived harm
- Impact lingers and disrupts functioning
- Dysregulation of mood and behavior



Self-harm and Suicide

- Suicide rates at 50-year highs prior to COVID for teens
- Self-harm hospitalizations have doubled
- Impulsivity
- Lack of skills in the face of immense challenge
- Difficult to see alternative solutions=Hopeless
- May not always be someone around
- Intense need to reduce the pain & suffering

Reducing Reactivity

$$\begin{array}{c} \mathbf{P} \\ \text{a} \\ \text{i} \\ \text{n} \end{array} \times \begin{array}{c} \mathbf{R} \\ \text{e} \\ \text{a} \\ \text{c} \\ \text{t} \\ \text{i} \\ \text{v} \\ \text{i} \\ \text{t} \\ \text{y} \end{array} = \begin{array}{c} \mathbf{S} \\ \text{U} \\ \text{f} \\ \text{f} \\ \text{e} \\ \text{r} \\ \text{i} \\ \text{n} \\ \text{g} \end{array}$$

Goals of a Consistent Framework for Skill Development

- Consistency
- Organized/Systematic Approach
- Common Language
- Improved Coordination of Services
- Gives a way to evaluate and introduce New tools
- Efficiency – “Doing More with Less”
- Helpful from Assessment through Intervention
- Improved Outcomes

Teaching Self-Regulation to Today's Youth

Self-Regulation... What's He Talking About Anyway?

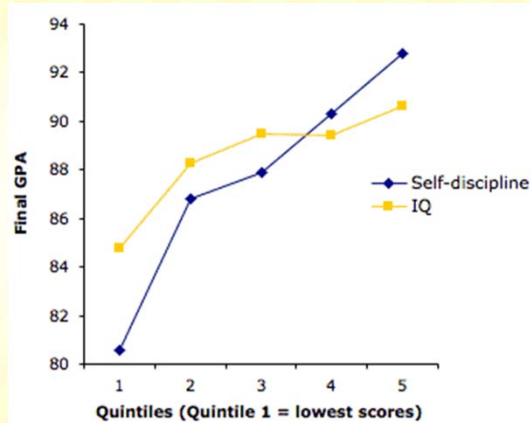
- Very, Very Broad Interpretation
- Self-control
- Self-efficacy
- Responsibility & Accountability
- Homeostasis
- Appropriate Responding
- Moderating Behavior
- **Proactive vs. Reactive**
- “You Can Do More For Yourself Than Anyone Could Ever Do For You”

Self-regulation is Directly related to Success in many areas including:

- Learning & Academic Performance
- Positive Social Interaction
- Overall Health
- Safety
- Developmental Issues
- Aggression/Violence
- Oppositional/Defiant Behavior
- In short.... Self-regulation = Success

● Poor Self-Regulation is also related, but in a negative way.

Self-Regulation & Academic Performance

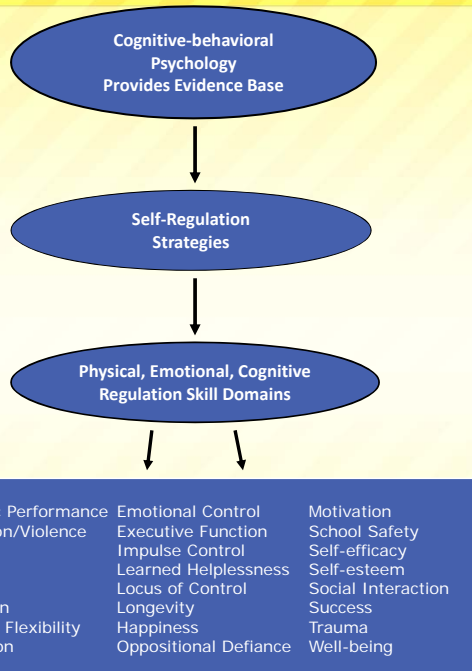


- Duckworth, A.L., & Seligman, M.E.P. (2005). Self-discipline outdoes IQ in predicting academic performance of adolescents. *Psychological Science*, 16(12), 939-944.

A Moment on Safety & Self-Regulation

- Poor Self-Regulation leads an individual to feel like they have “no control”
- What do individuals who feel that they are being controlled tend to do?
- Those that regulate poorly are more likely to be victims of bullying (Macklem, 2003)
- Poor Self-Regulation leads to Extremes
 - Extreme thoughts
 - Extreme behaviors

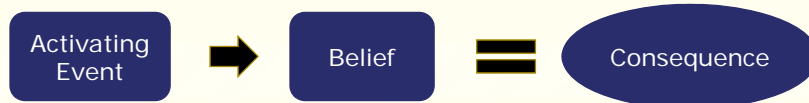
Self-Regulation Training Framework



A Moment on Cognitive-Behavioral Psychology

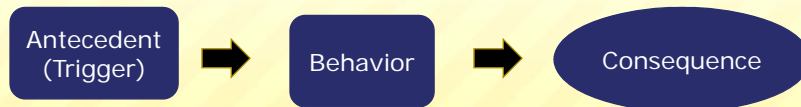
- **Cognitive Psychology**

- Change Beliefs to Change Behavior



- **Behavioral Psychology**

- Change Trigger or Consequence to Change Behavior



It's All About the **SKILLS**

- "If a child doesn't do math well, we teach."
- "If a child doesn't read well, we teach."
- "If a child doesn't behave well, we _____."

3 Functional Categories of Self-Regulation Skill-Training

- **Physical**
- **Emotional**
- **Cognitive**

Research Publication

- 373 fourth grade students
- 8 schools split into two groups
- 12 twenty minute SR lessons

	Time 1		Time 2		Time 3
Exp. Group	Same	SR Training	Sig Increase in SR		Same
Control Group	Same		No Change	SR Training	Sig Increase in SR

SR Self-Report Assessment Tool

- Self-report for older students

First Name: _____ Last Name: _____ Birth date: _____ Gender (M/F): _____

Directions: Read the statements and then circle the answers that best describe you. Today's Date: _____

- When I get upset, I calm down pretty quickly.
Almost Never Not very Often Sometimes Most of the time Always
- I am able to calm myself down when I need to.
Almost Never Not very Often Sometimes Most of the time Always
- I hit, yell or throw things when I get upset.
Almost Never Not very Often Sometimes Most of the time Always
- I try to relax when I feel that I am starting to get upset.
Almost Never Not very Often Sometimes Most of the time Always
- I tell others how I'm feeling.
Almost Never Not very Often Sometimes Most of the time Always
- I keep my feelings locked up inside.
Almost Never Not very Often Sometimes Most of the time Always
- My feelings get out of control.
Almost Never Not very Often Sometimes Most of the time Always
- When I have bad thoughts, I can get them out of my head.
Almost Never Not very Often Sometimes Most of the time Always
- When something is going wrong, I make a plan to solve it.
Almost Never Not very Often Sometimes Most of the time Always
- I change my thoughts to be more positive when I'm upset.
Almost Never Not very Often Sometimes Most of the time Always
- Name 4 feelings: 1. _____ 2. _____ 3. _____ 4. _____
- Please read this short story and answer the question.
Tommy was sitting in class. His teacher said, "It's time to line up for lunch." While Tommy was lining up, Sara bumped into him and got in front of him in the line. Tommy pushed Sara and yelled at her. The teacher sent him to the back of the line.
Who or what caused Tommy to become so upset? Choose the best answer.
A. Sara B. The teacher
C. Tommy's own thoughts D. Some other reason like he was hungry or tired

Do Not Mark

Small Group/Classroom Assessment Tools

Self-Regulation Teacher Rating Scale

Directions: Please provide each student's name, birth date and gender and your own details. Then, rate each student on a scale of 1-10 in the following areas. For each item, think about all opportunities the student had to demonstrate the concept or behave in the way described. You may use any number from 1-10. For instance:
 -- Rate the student "1" if he/she never behaved that way
 -- Rate the student "5" if he/she behaved that way about half the time
 -- Rate the student "10" if he/she almost always behaved that way
 Please give your best estimate; do not leave any blanks.

Teacher Name: _____ Building: _____ Grade: _____ Class Period: _____ Subject Area: _____

Please mark: (If before 6-week training) PRE _____ or (if after 6-week training) POST _____ Today's Date: _____

Student Name	Date of Birth (Use MM/DD/YY format)	Enter Gender (M = Male, F = Female)	Demonstrates knowing healthy warning signs of becoming upset	Uses calming strategies to prevent getting upset	Demonstrates knowing healthy ways to express anger, sadness and worry	Interacts well with peers	Seeks attention and social contact in healthy ways	Follows classroom rules and directions	Demonstrates knowing a healthy calming strategy	Uses words to talk and communicate to others	Demonstrates understanding that others can't "take" things away from them	Demonstrates knowing how to cope with change	Is focused and alert at an age-appropriate level	Is capable of improving his/her ability to self-regulate this school year
e.g., Justin Applewood	11/11/00	M	3	3	2	3	3	2	3	2	2	2	1	5

Physical Regulation

Threat → **Fight/Flight/
Shut-down**

Note: The body responds to an Emotional Threat in the **SAME** way it responds to a Physical Threat

Three Skill-Training Areas for Improving Self-Regulation

Physical Regulation

- **Skill #1** – Recognize Physical Warning Signs to Upset:
 - Lower Brain is in command
 - Higher thinking not engaged
 - Body is ready for action
 - Learning is decreased
 - Problem-solving is decreased
 - Yelling, screaming, pushing, hitting, kicking, biting, throwing things, spitting, “shutting down”, etc.
 - Don't forget to watch for the INTERNALIZER'S warning signs – freeze, shut-down, deer-in-the-headlights look
 - Physical can also include basic needs (sleep, hunger) – Think about Maslow's Hierarchy of Needs

Dr. Bruce Perry

Physical Regulation

- **Skill #2 – Shut down the Fight/Flight System**
 - Move back “up” from the brain-stem
 - Return body to baseline
- **Physical Strategies include:**
 - Repetitive movements
 - Stretching
 - Change of physical position
 - Breathing & relaxation
 - Remove from stimulation
 - Create predictability
 - Distraction
 - Biofeedback
 - Can take advantage of Imagination and Visualization – Suggestion, Association

More Activities

- **Physical**
 - Qigong
 - Mindfulness Training
 - Breathing
 - Body Scan
 - Progressive Relaxation
 - Exercises/Stretching/Movement
 - Engaging the Senses
 - Safe Place
 - Music, Dance, Drums
 - Patty-cake or similar
 - Bio-feedback
 - Guided Imagery

Emotional Regulation

- **Skill #1** - Accurately identify/label emotions; our own and those of others
 - Makes a unknown a known
 - Helps normalize the experience
 - Provides clarity about where to go from here

Emotional Regulation

- **Skill #2** - Express feelings in healthy, appropriate ways
 - Great at saying how “not” to express emotions
 - Often related to strengths, interests and creative outlets
 - Address stuffing feelings
 - Often develop unhealthy outlets for expression

Emotional Regulation

- **Skill #3** – Own our emotions; Other people and events can't "make" us feel a certain way
 - Higher Level Skill – bridge from emotional to cognitive
 - If you don't believe you have control of it, why would you try to change it?
 - Move from a position of powerlessness to empowerment

More Activities

- **Emotional**
 - Feelings Playlist
 - Pictures/Movies/Artwork
 - Feelings Cards/Dice
 - Journaling
 - Emotional Knots
 - Sharing with others; Social
 - Emotional Overflow
 - Crafts/Creation
 - Sports/Physical Activity
 - Simply Allowing "SPACE" for feelings
 - Poetry
 - Drawing/Painting/Music
 - You Can't Make Me Laugh

Cognitive Regulation

- Skill #1 – Identifying and effectively challenging unhealthy beliefs about ourselves, events and the world around us; replacing them with healthier beliefs
 - Extremes don't work well
 - Common Distortions in thinking

Cognitive Regulation

- Skill #2 – Motives & Needs met in healthy ways
 - Competence, Autonomy, Relatedness – (Deci & Ryan)

Cognitive Regulation

- Skill #3 - Planning/Organization/Problem-solving skills/Reinforcement Schedules
 - Basic Problem-Solving Steps
 - Lists, Schedules, Color-coding
 - Plan to reinforce change
 - Putting all the skills together

More Activities

- **Cognitive**
 - Common Distorted Thoughts
 - Magnetic Thoughts
 - Don't Take the Bait
 - Grow a Thought
 - Extreme Words Word Search
 - The Domino Effect
 - Responsibility Pie
 - Designing Reinforcement Plans
 - Teaching Others



Assessment & Progress Monitoring

Tool for INDIVIDUAL students

Assessment

	Behaviors To Address	1 st Rating (1-10)	Strategy Used	Response	Outcome Rating (1-10)
Physical					
Recognizes physical signs					
Uses healthy calming strategies successfully					
Emotional					
Identifies feelings					
Recognizes responsibility and ability to change					
Expresses Emotions in healthy ways					
Cognitive					
Replaces Unhealthy thoughts with healthy beliefs					
Uses Cognitive strategies to problem-solve					
Strengths: Can be helpful, likes computers			Barriers: Developmental delays, family involvement		

Example: Jimmy

- 8 years old
- ADHD Diagnosis
- Developmental delays
- Cognitive Deficits
- Behaviors at school and at home
 - Anger Outbursts
 - Poor Social Skills

Assessment

	Behaviors To Address	1 st Rating (1-10)	Strategy Used	Response	Outcome Rating (1-10)
Physical					
Recognizes physical signs	Does not recognize signs	1	My Warning Signs	Name warning signs and triggers 75% of the time	7
Uses healthy calming strategies successfully	Has no calming skills. Wants to sleep after outbursts	1	Cooling the Flame My Safe Place	Uses skills 80% of the time	8
Emotional					
Identifies feelings	Reports all emotions as anger or frustration	2	Feelings Clip Art	Names feelings accurately 90% of the time	9
Recognizes responsibility and ability to change	Blames others for his emotional responses	1	You Can't Make me Laugh Challenge Software	Understands his emotions are his to control	10
Expresses Emotions in healthy ways	Hits, Yells, Pushes, Throws things	1	Free Emotional Expression	Draws his feelings out on paper	8
Cognitive					
Replaces Unhealthy thoughts with healthy beliefs	Struggles with consistent beliefs about himself and others	1			
Uses Cognitive strategies to problem-solve	No healthy cognitive strategies	1			
Strengths: Can be helpful, likes computers			Barriers: Developmental delays, family involvement		

Self-Regulation in 3 Steps

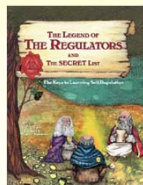
- Physical
 - Learn Warning Signs
 - Get Safe
 - Calming Strategy
- Emotional
 - Label
 - Express in Healthy Ways
 - Own
- Cognitive
 - Identify and Challenge Unhealthy Thinking
 - Plan to Change Unhealthy Patterns
 - Motives
 - Problem-solving Steps



SR Resources



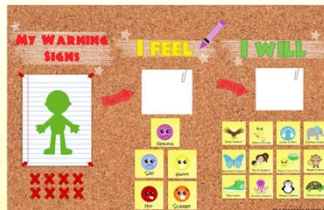
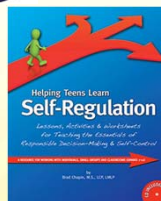
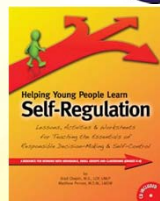
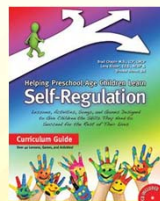
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Collaborative Information

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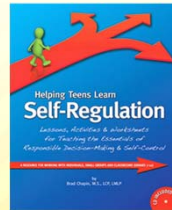
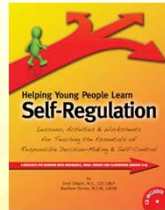
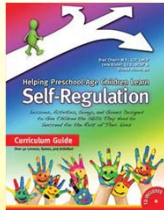
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Thank
You 😊

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