

Self-Regulation

**Evidence-Based Strategies to
Teach Self-Management**

by Brad Chapin, LCP, MLP

Exciting Stuff!!

- 380 First Graders from 18 Classrooms
- Twelve 20-30 Minute Lessons
- 12 item Teacher Rating Scale (1-10)
- Average Score Improved from **72.3 to 87.4** ($p < .01$)

**Significant Results
in less than 6 contact hours!**

Framework Essentials

- Broad
- Flexible
- Fundamental
- Simple & Easy to implement
- Makes sense
- Connects Theory to Practice
- Efficient
- Effective

Goals of a Consistent Framework

- 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

Keep it Simple!

- Information Age
- Labels
- Diagnostic Uncertainty
- Unknowns
- Time Constraints
- Lack of Training
- Complexity
- Intensity of Issues

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"

Teaching Self-Regulation to Today's Youth

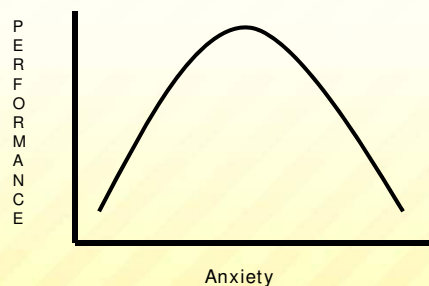
Working definitions of Self-regulation

- “Learning to regulate one’s own Physical, Emotional, and Cognitive processes in healthy, pro-active ways to be successful across several domains of life”
- “Healthy, adaptive and appropriate responses to internal and external events”
- Thermostat Analogy

Teaching Self-Regulation to Today's Youth

A Moment on Extremes

- Yerkes-Dodson Law (1908)
 - Plenty of Empirical Support
 - Grades (Sarid, Anson, Yaari, & Margalith, 2004)
 - Test Performance (Bodas & Ollendick, 2005)
 - Other Areas Including Job Performance and Sports
 - Strong Evidence to Support the Importance of Self-Regulation



Self-Regulation & Mental Health Diagnosis

- How might one come to the conclusion that almost all of the disorders in the diagnostic manual could be seen simply as disorders of regulation?
- Those who do not regulate well are often very REACTIVE...

Reducing Reactivity

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

Teaching Self-Regulation to Today's Youth

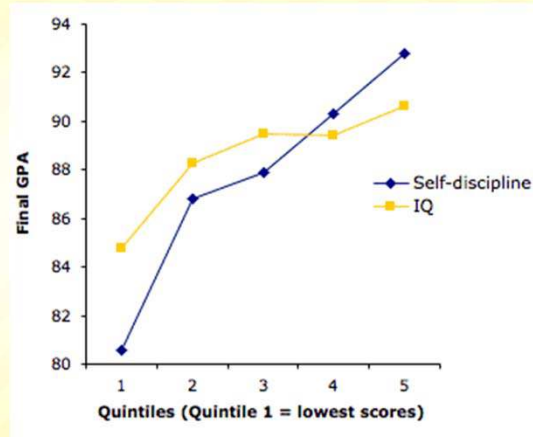
Self-regulation is Directly related to Success in many areas including:

- 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.

Teaching Self-Regulation to Today's Youth

Self-Regulation & Academic Performance



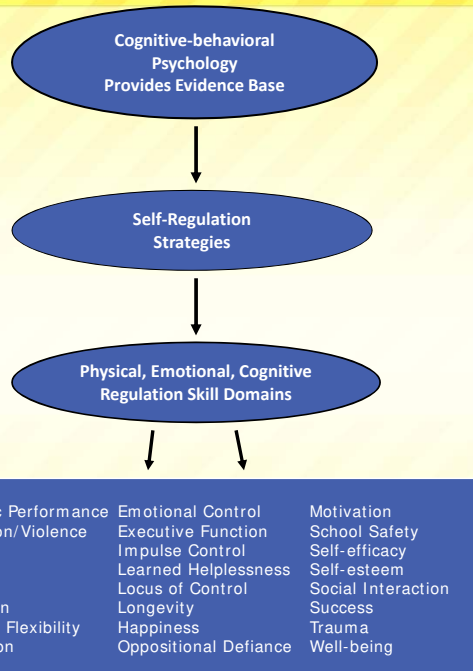
- Duckworth, A.L., & Seligman, M.E.P. (2005). Self-discipline outdoes IQ in predicting academic performance of adolescents. *Psychological Science*, 16(12), 939-944.

Teaching Self-Regulation to Today's Youth

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

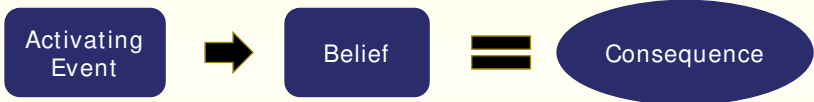
Self-Regulation Training Framework



Three Skill-Training Areas for Improving Self-Regulation

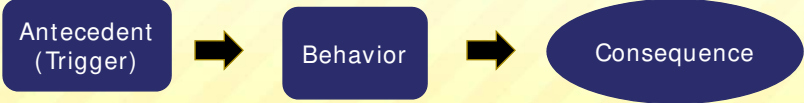
A Moment on Cognitive-Behavioral Psychology

- Cognitive Psychology
 - Change Beliefs to Change Behavior



Activating Event → Belief = Consequence

- Behavioral Psychology
 - Change Trigger or Consequence to Change Behavior



Antecedent (Trigger) → Behavior → Consequence

Three Skill-Training Areas for Improving Self-Regulation

SRT Building Blocks

- “Children will do well if they can.”
(Green & Ablon, 2006).

Do You Agree? Why or Why Not?

Three Skill-Training Areas for Improving Self-Regulation

SRT Building Blocks

- One must be physically calm to effectively engage in problem-solving and learning (Goleman, 1998, Macklem, 2008, Yerkes & Dodson, 1908).

Do You Agree? Why or Why Not?

Three Skill-Training Areas for Improving Self-Regulation

SRT Building Blocks

- Human beings have little control over their environment, but a great deal of control over their responses to their environment (Ellis, 1962).

Do You Agree? Why or Why Not?

Three Skill-Training Areas for Improving Self-Regulation

SRT Building Blocks

- The relationship is likely the most important variable when trying to help someone change (Hubble, Duncan & Miller, 1999).
- Cognitive-behavioral psychology works (Beck & Fernandez, 1998; Butler, Chapman, Forman & Beck, 2006).
- Effective Self-regulation is critical for success and happiness (Baumeister, Heatherton, & Tice, 1994; Duckworth & Seligman, 2005; Masten & Coatsworth, 1998).

Three Skill-Training Areas for Improving Self-Regulation

SRT Building Blocks

- In order to be effective, we need to meet children where they are currently functioning (Greene, 2006; Bailey, 2001).
- Do not assume that children have learned anything about how to regulate their own behaviors in a healthy way.

Three Skill-Training Areas for Improving Self-Regulation

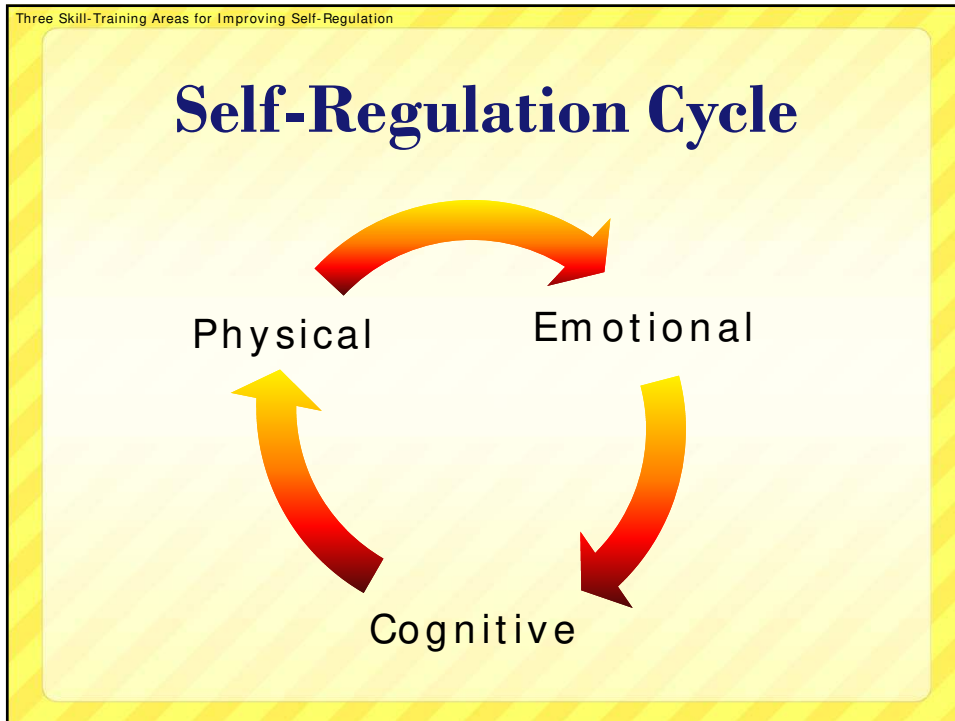
It's All About the **SKILLS**

- “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 _____.”

Three Skill-Training Areas for Improving Self-Regulation

3 Functional Categories of Self-Regulation Skill-Training

- Physical
- Emotional
- Cognitive



Recent 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

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



Three Skill-Training Areas for Improving Self-Regulation

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

Tailoring Self-Regulation Strategies to Fit Individual Students

More Activities

- **Physical**
 - Qigong/ Movement
 - Mindfulness Training
 - Breathing
 - Body Scan
 - Progressive Relaxation
 - Exercises/ Stretching
 - Arts/ Crafts with repetitive patterns
 - Safe Place/ Grounding/ Senses
 - Music, Dance, Drums
 - Grounding/ Senses
 - Bio-feedback
 - Guided Imagery

Three Skill-Training Areas for Improving Self-Regulation

Emotional Regulation

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

Three Skill-Training Areas for Improving Self-Regulation

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

Three Skill-Training Areas for Improving Self-Regulation

Emotional Regulation

- Skill # 3 – Own our emotions; Other people and events can't "make" us feel a certain way; responsibility
 - 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

Tailoring Self-Regulation Strategies to Fit Individual Students

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

Three Skill-Training Areas for Improving Self-Regulation

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

Three Skill-Training Areas for Improving Self-Regulation

Cognitive Regulation

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

Three Skill-Training Areas for Improving Self-Regulation

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

Tailoring Self-Regulation Strategies to Fit Individual Students

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

Working with Student Self-Regulation in Small Groups

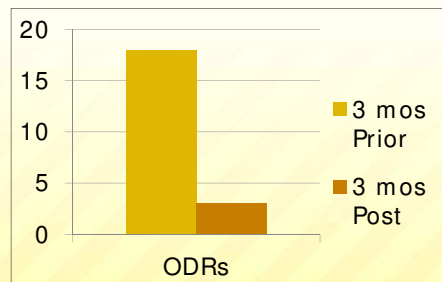
From Assessment to Outcomes

- Continuity from Screening to Outcomes
 - New Study Links:
 - Office Discipline Referrals
 - Self-Regulation
 - Screening instrument recommended by MTSS trainers
 - The Student Risk Screening Scale (SRSS)
 - Menzies, H. M. & Lane, K. L. (2011). Journal of Emotional and Behavioral Disorders.

Working with Student Self-Regulation in Small Groups

Getting Results: Outcomes and Evidence Base

- 4th Grade
 - 83% reduction in ODRs
 - Significant INCREASE in Self-regulation skills on Teacher Rating Scale
 - Significant INCREASE in Self-regulation skills on Self-report Scale



Working with Student Self-Regulation in Small Groups

Assessment & Data

- Self-Regulation Teacher Report
- Universal Screeners
- Self-regulation Self-report
- Self-regulation Assessment Tool
- Office Discipline Referrals (ODRs)

Working with Student Self-Regulation in Small Groups

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: _____

1. When I get upset, I calm down pretty quickly.	Almost Never	Not very Often	Sometimes	Most of the time	Almost Always	Do Not Mark _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____
2. I am able to calm myself down when I need to.	Almost Never	Not very Often	Sometimes	Most of the time	Almost Always	
3. I hit, yell or throw things when I get upset.	Almost Never	Not very Often	Sometimes	Most of the time	Almost Always	
4. I try to relax when I feel that I am starting to get upset.	Almost Never	Not very Often	Sometimes	Most of the time	Almost Always	
5. I tell others how I'm feeling.	Almost Never	Not very Often	Sometimes	Most of the time	Almost Always	
6. I keep my feelings locked up inside.	Almost Never	Not very Often	Sometimes	Most of the time	Almost Always	
7. My feelings get out of control.	Almost Never	Not very Often	Sometimes	Most of the time	Almost Always	
8. When I have bad thoughts, I can get them out of my head.	Almost Never	Not very Often	Sometimes	Most of the time	Almost Always	
9. When something is going wrong, I make a plan to solve it.	Almost Never	Not very Often	Sometimes	Most of the time	Almost Always	
10. I change my thoughts to be more positive when I'm upset.	Almost Never	Not very Often	Sometimes	Most of the time	Almost Always	
11. Name 4 feelings: 1. _____ 2. _____ 3. _____ 4. _____						

12. 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	Do Not Mark _____ _____
C. Tommy's own thoughts	D. Some other reason like he was hungry or tired	

Working with Student Self-Regulation in Small Groups

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 his/her warning signs of becoming upset	Uses calming strategies to prevent getting upset	Demonstrates strategies to prevent 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 label and others' feelings to others	Demonstrates understanding that others can't "take" things away from them	Demonstrates knowing skills to cope with frustration	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	2	3	2	2	2	1	5	

Three Skill-Training Areas for Improving Self-Regulation

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			

Three Skill-Training Areas for Improving Self-Regulation

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		

Tailoring Self-Regulation Strategies to Fit Individual Students

Only 1 Slide On Consequences??

- Moderation
- Consistent & Clear Expectations/Predictable
- Learning is the goal; not Shame
- Rules of the Game vs. Skills needed to Win

Moving from Vague Advice to Clear Skills and Objectives

- “Make better choices.”
- “Be more responsible/respectful.”
- “Do better next time.”
- “Make lemonade out of lemons.”
- “It will be okay.”
- “Control your anger.”
- And my personal favorite:
 - “Don’t worry... be happy”

Tailoring Self-Regulation Strategies to Fit Individual Students

Self-Regulation in 3 Steps

- Physical
 - Learn Warning Signs
 - Safe & Calm Strategy
- Emotional
 - Label
 - Express in Healthy Ways
 - Own
- Cognitive
 - Identify and Challenge Unhealthy Thinking
 - Motives



SR Resources

Search Self-Regulation Training & Challenge Software on **FACEBOOK**

Like









Challenge Software











www.selfregulationtraining.com

Collaborative Information

www.selfregulationtraining.com

- PsychChallenge Blog
 - <http://psychchallenge.blogspot.com>
- Email:
 - Brad.chapin@cpschallenge.com
- **facebook** Search Challenge Software/Self-regulation
- Twitter id = chapin55









Thank
You 😊

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