

Strengthening Self-Regulation

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PYD Network
Webinar
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Objectives

- PYD Network
- What is self-regulation?
- Introducing a co-regulation model
- Strategies to strengthen self-regulation
- Resources

PYD Network: History & Background



NYS Partnership:
1998 - 2012

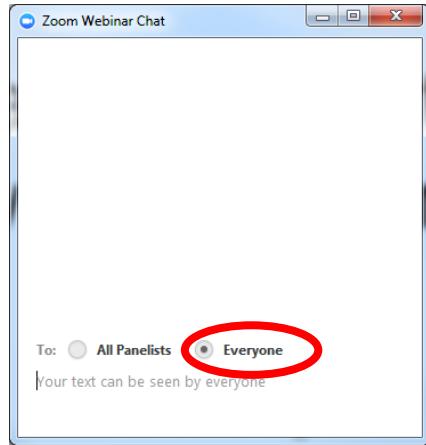
New PYD
Curriculum 2015

New PYD
Online
Courses 2016-17



http://www.actforyouth.net/youth_development/professionals/

Housekeeping



Experiencing delays?
Try closing out the other
programs running on
your computer

Questions?
Use chat function. Post to
Everyone.

Why talk about self-regulation?

Your interest? Your expectations?

Please chat them in...

INSIDE THE TEENAGE BRAIN

Adolescents are prone to high-risk behaviour

Prefrontal Cortex

Its functions include planning and reasoning; grows till 25 years

Adults Fully developed

Teens Immature, prone to high-risk behaviour

Amygdala

Emotional core for passion, impulse, fear, aggression.

Adults Rely less on this, use prefrontal cortex more

Teens More impulsive



Parietal Lobe

Responsible for touch, sight, language; grows till early 20s

Adults Fully developed

Teens Do not process information effectively

Ventral Striatum

Reward centre, not fully developed in teens

Adults Fully developed

Teens Are more excited by reward than consequence

Hippocampus

Hub of memory and learning; grows in teens

Adults Fully functional; loses neurons with age

Teens Tremendous learning curve

Adolescence - Emotional brain in the driver seat!

Living in Adverse Environments

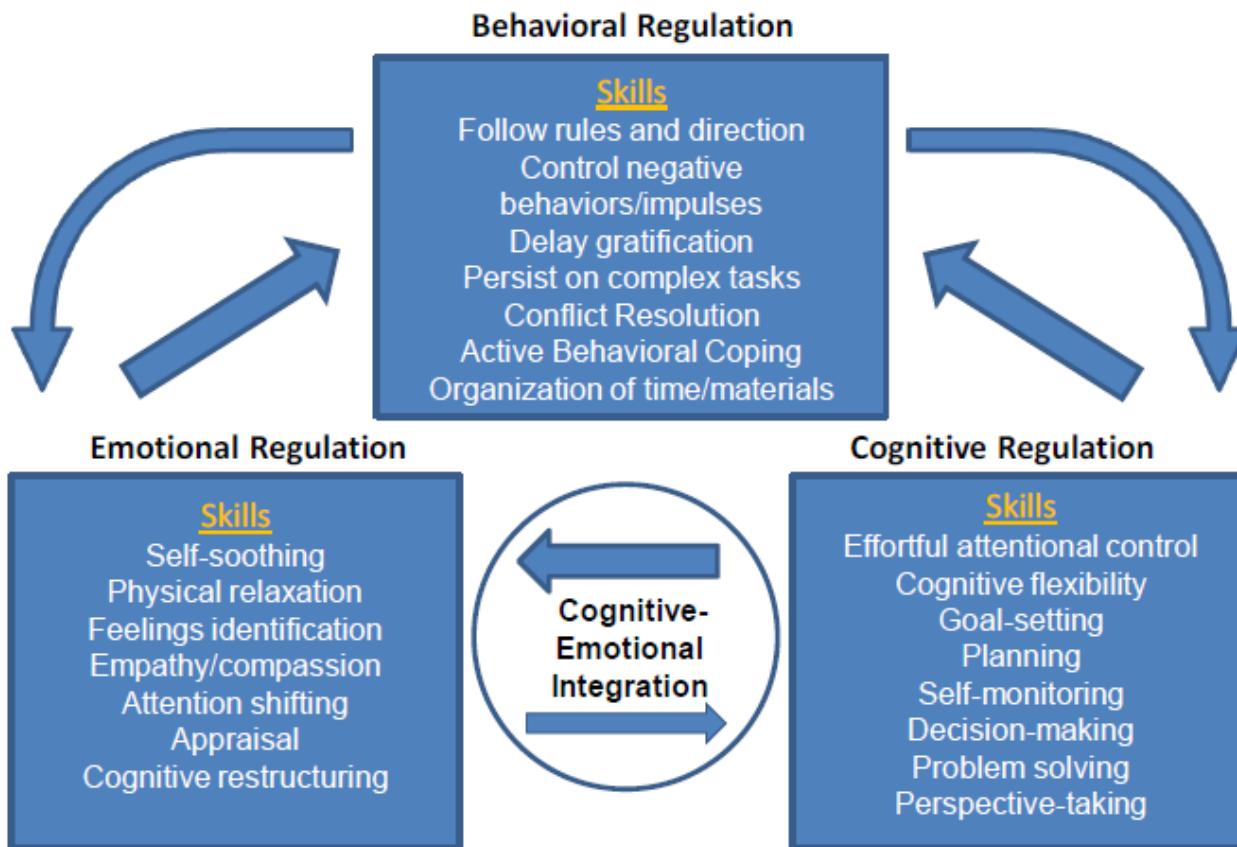


Working with young people from tough neighborhoods what do you see?

Self- Regulation

Self-regulation can be defined as the act of managing thoughts and feelings to enable goal directed actions leading to success in school, relationships and work.

Foundational in promoting wellbeing across the lifespan



Source: OPRE Report 2015: Self-Regulation and Toxic Stress

https://www.acf.hhs.gov/sites/default/files/opre/report_1_foundations_paper_final_012715_submitted_508.pdf

Self-Control

Walter Mischel: Marshmallow Experiment

https://www.youtube.com/watch?v=QX_oy9614HQ

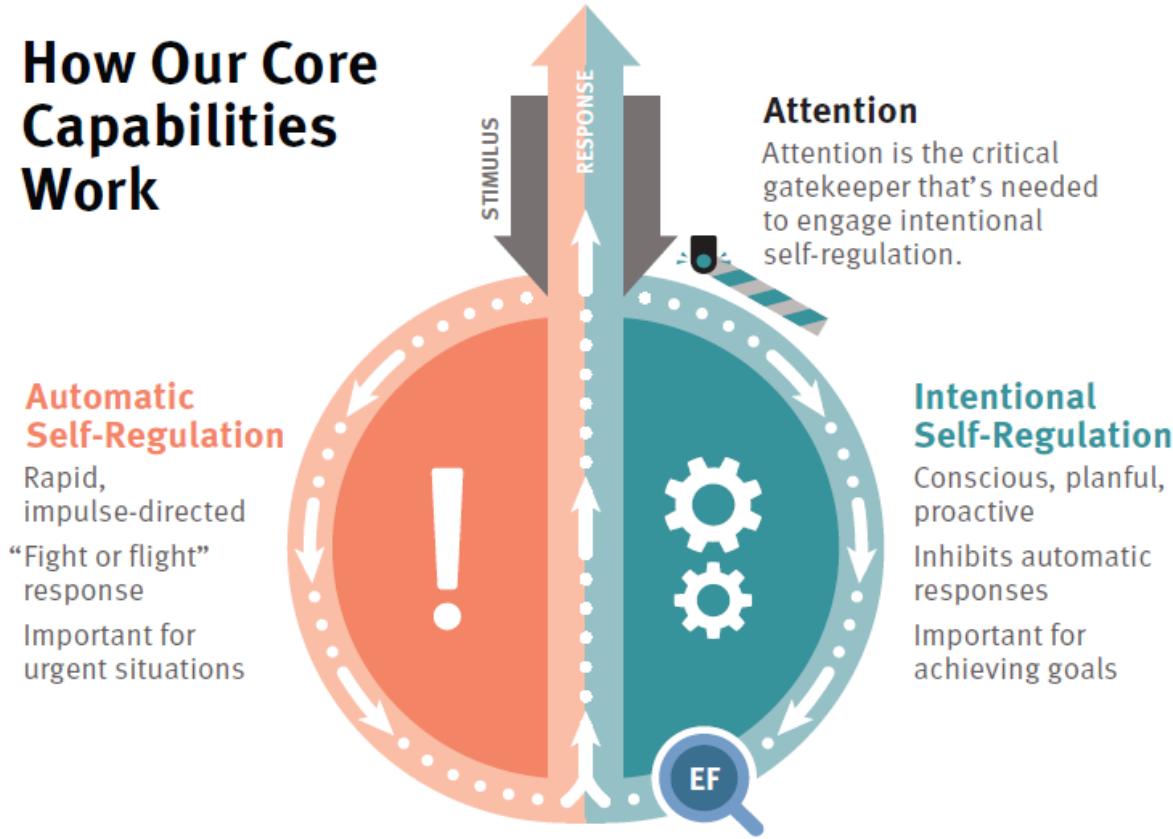


Core findings

- Self-control is a great predictor for success later on in life (school, work, healthy lifestyle)
- Self-control can be taught

Walter Mischel. 2014

How Our Core Capabilities Work



Essential capabilities such as planning, focus, and self-control are all orchestrated by the balance of two kinds of self-regulation mechanisms: **automatic** and **intentional**. The proper balance ensures appropriately responsive and productive actions.

<http://developingchild.harvard.edu/wp-content/uploads/2016/03/Building-Core-Capabilities-for-Life.pdf>

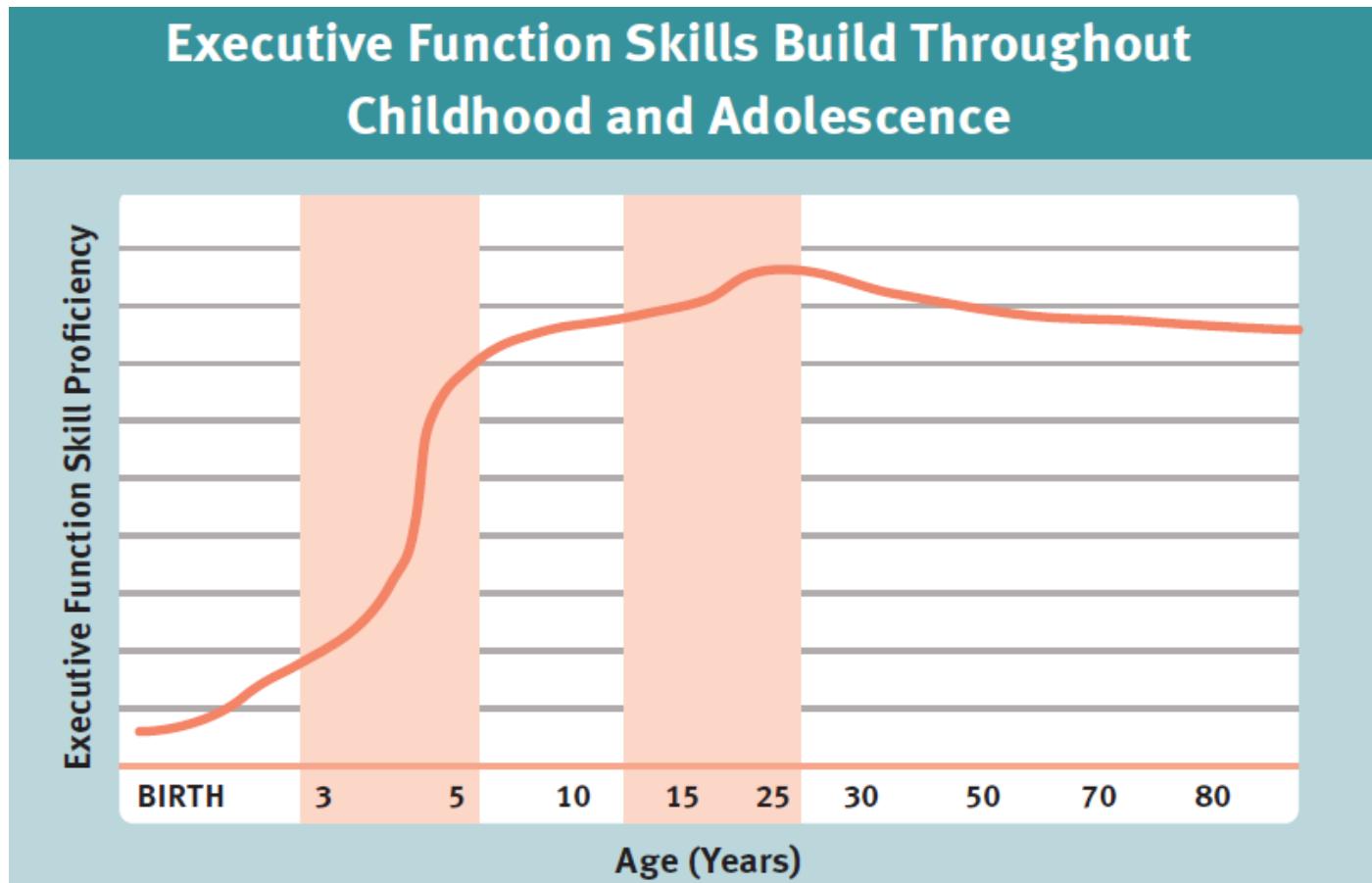
Impact of chronic stress

Stressful environments trigger impulsive reactions and focus on the self and the present

- ✓ Lack of planning
- ✓ Lack of future orientation
- ✓ Poor decision making
- ✓ Compromises memory

Chronic stress overloads self-regulation, tips balance towards automatic self-regulation

How Does Self-Regulation Develop?

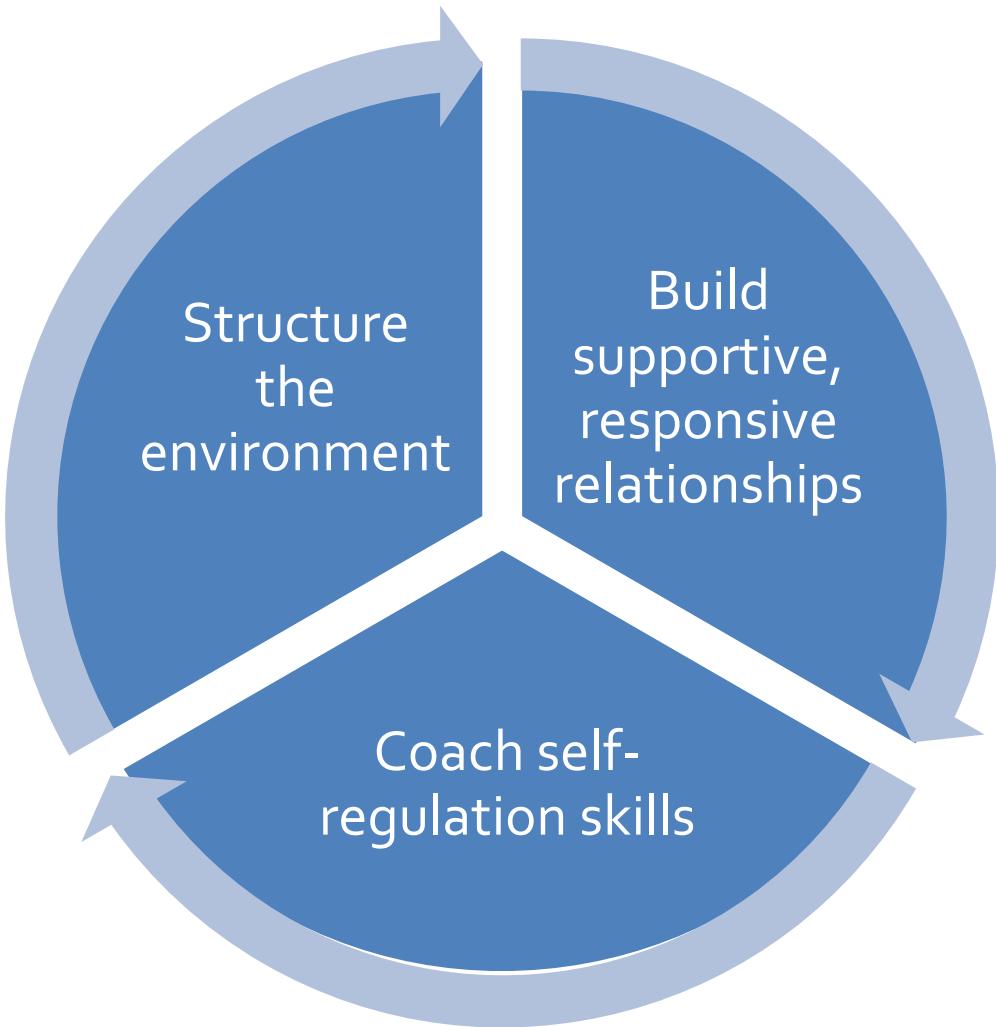


Weintraub, S. et al (2013)

Factors Contributing to Self- Regulation



Co- Regulation Model



Let's flesh out this model together:

Skills we need to coach

- Goal setting, problem-solving, stress management, time management
- Organization, planning

Supportive, responsive relationships

- Support and empathy, responsive to needs, positive regard, model skills
- Validation of emotional experiences, persistent reliable presence

Structure the environment

- Limit risk opportunities; clear expectations and consequences
- Time and space to relax and calm down

Shortcomings of Current Practice

- Most interventions target youth, but do not involve caregivers such as teachers, parents, youth workers
- Cognitive and emotional regulation skills are not taught systematically with ongoing coaching, reinforcement, and support
- Greater emphasis on emotional regulation

Integrate Skill Building Activities

Integrate social and emotional learning activities into your programming



http://www.actforyouth.net/youth_development/professionals/sel/

Emotional Regulation Sample Strategies

Use “Inside Out” movie to teach about emotions

Kid Talk

Stop and Stay Cool

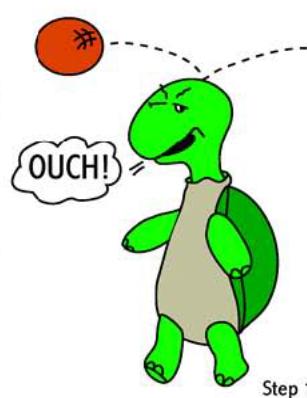
- Notice when you are about to lose control
- Tell yourself to stop and think
- Wrap your arms around yourself and give a big hug
- Practice breathing slowly while counting to five
- Regain control and return to the social activity

“I” messages

[https://www.gse.harvard.edu/news/uk/15/09/brain-
science-inside-out](https://www.gse.harvard.edu/news/uk/15/09/brain-science-inside-out)

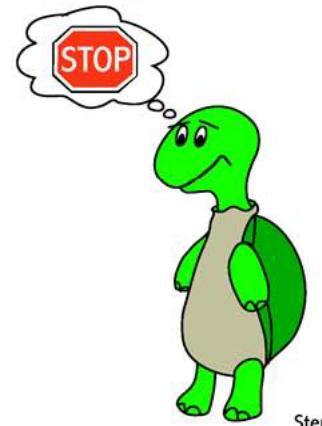
Turtle Technique

**Recognize
that you
feel angry.**



Step 1

**“Think”
Stop.**



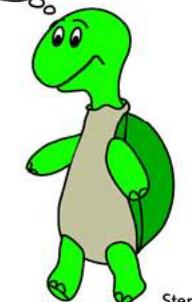
Step 2

**Go into shell.
Take 3
deep
breathes.
And think
calm,
coping
thoughts.**



Step 3

**Come out of
shell
when
calm and
thinking
of a
solution.**



Step 4

FEELING STRESSED?



S.T.A.R. POWER



STOP
Breathe.



THINK
How can I solve
my problem?



ACT
Talk it out.
Work it out.



REVIEW
How do I feel now?



Resources for Older Youth

AnxietyBC®
youth

ANXIETY 101 FACING FEARS THINKING RIGHT HOW TO CHILL VIDEOS HEALTHY HABITS COMMON PROBLEMS

NAVIGATION ▾

<http://youth.anxietybc.com/>

Executive Functions

- **Working memory** governs our ability to retain and manipulate distinct pieces of information over short periods of time.
- **Mental flexibility** helps us to sustain or shift attention in response to different demands or to apply different rules in different settings.
- **Self-control** enables us to set priorities and resist impulsive actions or responses

Source: Harvard's Usable Knowledge: Executive Functions & Self-Regulation

<https://developingchild.harvard.edu/science/key-concepts/executive-function/>

Executive Function Activities

Provide experiences that promote emotional, social, cognitive, and physical development broadly, including strategies

- Reduce stress
- Foster social connections
- Incorporate vigorous physical exercise
- Increase complexity of skills step-by-step (scaffolding)
- Include repeated practice over time

Activity Guides

<https://developingchild.harvard.edu/resources/activities-guide-enhancing-and-practicing-executive-function-skills-with-children-from-infancy-to-adolescence/>



Process model of self-control

Situation Selection Situation Modification Selective Attention Cognitive Re-appraisal Response Modulation

Duckworth, Gendler, & Gross 2014



NYU Character Lab: Self-Control <https://www.characterlab.org/self-control/>

Try WOOP



NYU Character Lab
<https://www.characterlab.org/woop>

WOOP

Student Activity

Name _____

WOOP helps people do the things they really want to do.



WISH

What is an important wish that you want to accomplish? Your wish should be challenging but feasible.

My wish:



OUTCOME

What will be the best result from accomplishing your wish? How will you feel?
Pause and really imagine the outcome.

Best outcome:



OBSTACLE

What is the main obstacle inside you that might prevent you from accomplishing your wish?
Pause and really imagine the obstacle.

My obstacle:



PLAN

What's an effective action to tackle the obstacle? Make a when-then plan.

When:

**Then I will:
(my action)**



Questions? Comments?

References and Resources

Weintraub, S. et al. (2013). NIH toolbox for the assessment of neurological and behavioral function: Cognition assessment using the NIH Toolbox. *Neurology*, 80 (11, suppl.3), S54-64.

Harvard's Usable Knowledge:

- Fun and (Brain) Games

<https://www.gse.harvard.edu/news/uk/16/08/fun-and-brain-games>

- Executive Functions & Self-Regulation

<https://developingchild.harvard.edu/science/key-concepts/executive-function/>

- Tools for Success

<https://www.gse.harvard.edu/news/uk/16/03/tools-success>

ACF. Office of Planning, Research & Evaluation (OPRE):

- Toxic Stress and Self-Regulations Reports

<https://www.acf.hhs.gov/opre/research/project/toxic-stress-and-self-regulation-reports>

Resources

ACT for Youth:

- Professional Development for Youth Workers

http://www.actforyouth.net/youth_development/professionals/

- Social and Emotional Learning Toolkit

http://www.actforyouth.net/youth_development/professionals/sel/

Readings

Walter Mischel. 2014. **The Marshmallow Test.** NY: Little, Brown and Company

Laurence Steinberg. 2015. **Age of Opportunity.** Boston: Mariner Books. Houghton Mifflin Harcourt



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