Developmental Resources Presents

The Fundamentals of Self-Regulation

FOSTERING SELF-CONTROL SKILLS IN YOUNG PEOPLE

Grades Pre-K-6

Presented by: Brad Chapin, LCP, LMLP

Why is He So Excited?

- Collaboration
  - “I LOVE this Stuff!”
- It’s all driving toward:
  - Helping us get the most out of our efforts
  - Helping all of the children in our community reach their full potential

Exciting Stuff!!

- 380 First Graders from 18 Classrooms
- Twelve 20-30 Minute Lessons
- 11 item Teacher Rating Scale (1-10)
- Average Score Improved from 72.3 to 87.4

Significant results with just 6 contact hours of training!

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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

![Graph showing reduction in ODRs over 3 months](image)

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Framework Essentials

- Broad & flexible
- Consistency
- Fundamental
- Simple & easy to implement
- Makes sense
- Solid empirical foundation
- Efficient “More with Less”
- Effective
- Core
- Get outcomes

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Keep It Simple!

- Information age
- Labels
- Diagnostic uncertainty
- Unknowns
- Time constraints
- Lack of training
- Complexity & intensity of issues

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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.”

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

Self-Regulation is Directly Related to Success in Many Areas Including:

- Learning
- Academic performance
- Social interaction
- Overall health
- Safety
- Developmental issues
- In short, self-regulation = success.

- Poor self-regulation is also related, but in a negative way.
Self-Regulation & School Readiness

Young Children with Good Self-Regulation Skills:

- Have fewer behavior problems (Blair & Diamond, 2008)
- Have higher reading and math achievement in Kindergarten (Blair & Razza, 2007)
- Are able to manage their feelings and behaviors better (Blair & Diamond, 2008)

Self-Regulation & School Readiness

Young Children with Poor Self-Regulation Skills:

- Have higher rates of expulsion in preschool classrooms (Gilliam & Shahar, 2006)
- Lower reading and math achievement in Kindergarten (Blair & Razza, 2007)
- More aggressive and oppositional behavior (Graziano et al., 2006; Raver, 2004)

Self-Regulation & Academic Performance


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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

- What are children learning about self-regulation these days?

NEWS FLASH!

- Self-regulation isn’t just for children with special needs.
- Self-regulation isn’t just for children.
SRT Building Blocks

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

  **Do You Agree? Why or Why Not?**

[SRT Building Blocks](www.selfregulationtraining.com)

SRT Building Blocks

- One must be physically calm to effectively engage in problem-solving and learning.

  **Do You Agree? Why or Why Not?**

[SRT Building Blocks](www.selfregulationtraining.com)

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?**

[SRT Building Blocks](www.selfregulationtraining.com)
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.

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

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What is Physical Regulation?
When Physical response is triggered:

- Lower brain is in command
- Higher thinking not engaged
- Body is ready for action
- Performance requiring thought is compromised
- 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

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.
Physical Regulation

- "The ability to regulate arousal underlies all other levels of arousal." – Stuart Shanker
- "Periods of reaction are NOT teachable moments." – Safety First Curriculum
- "Physical regulation skills can be used in response to physical warning signs and also as prevention to pro-actively keep arousal levels in check." – Brad Chapin

Physical Regulation

- Skills for Physical Regulation:
  - Learn to recognize physical warning signs.
  - Learn how to get calm and safe.
- 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

Warning Signs

- Use analogies and examples.
- Our body sends us signals.
- Practice, practice, practice.
- Early detection is key.
Calm & Safe

- Working toward mastery
- Exposure to many different possibilities
- Practice, practice, practice

More Activities

Physical Regulation
- Qigong
- Mindfulness training
- Breathing
- Body scan
- Progressive relaxation
- Exercises
- Jumping rope
- Stretching
- Music, dance, drums
- Patty-cake or similar
- Bio-feedback
- Guided imagery

What is Emotional Regulation?

Skills for Emotional Regulation:
- Accurately identify emotions; our own and those of others
- Express feelings in healthy, appropriate ways
- Own and accept responsibility for our feelings

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Labeling
- Creating an emotional vocabulary
- Emotional intelligence
- Recognizing emotions in ourselves and others

Expression
- Letting our emotions out in healthy ways
- Using our strengths
- Using social supports
- Using creative outlets

Ownership
- Empowering
- Nothing can "make" us have a particular emotion.
- We have control over the duration and the intensity of the emotion.
More Activities

Emotional Regulation
- Feelings playlist
- Pictures/Movies/Artwork
- Feelings Cards/Dice
- Journaling
- Emotional knots
- Sharing with others; Social
- Emotional Overflow
- Crafts
- Sports
- Simply allowing "SPACE" for feelings
- Poetry
- Drawing/Painting/Music
- You Can't Make Me Laugh

What is Cognitive Regulation?

Goals of Cognitive Regulation:
- Insight and understanding of our motives
- Forming healthy beliefs about ourselves and the world around us
- Problem-solving skills & reinforcement
- Planning and organization

Motives and Needs

- Getting needs met in healthy ways
- Competence: Feeling important and good at things
- Autonomy: Feeling like we have some control/choice
- Relatedness: Feeling connected to others (Deci & Ryan)
**Healthy Thinking**

- Identifying unhealthy thinking
- Creating healthy beliefs about ourselves and the world around us

**A Mistake = “I’m a bad person.”**

**vs.**

**A Mistake = “I’m okay. Everyone makes mistakes and I can try again.”**

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**Problem-Solving**

- Breaking things down
- What do we do when we need help?
- What if I mess up?

Success.

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**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

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What’s Next?
- Plan to reinforce students for demonstrating self-regulation skills
- Booster sessions
- Creating a CLIMATE of self-regulation
- Speak the language
- Model the skills
- Use examples
- Embed the ideas/skills in EVERYTHING
- Expectations in check

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

Validation
Even **Cookie Monster** is on board with self-regulation training!
[http://www.youtube.com/watch?v=9PnbKL3wuH4](http://www.youtube.com/watch?v=9PnbKL3wuH4)
SRT Resources

Search Self-Regulation Training & Challenge Software on FACEBOOK

www.selfregulationstation.com

Coming This Fall!
Helping Preschoolers Learn Self-Regulation

Curriculum includes age-appropriate lessons designed to be used in Pre-Schools, Childcare Centers and in the Home. Lesson plans feature songs, games, activity sheets and more!

Collaborative Information
www.selfregulationtraining.com

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