Promoting Self-Regulation in Adolescents with a Tier 1 Program Integrating Mindfulness and Cognitive Behavioral Skills Training: Strategies to Take With You

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<table>
<thead>
<tr>
<th>Objectives</th>
</tr>
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<tbody>
<tr>
<td>At the end of this training, participants will be able to:</td>
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<tr>
<td>1. Explain how stress can negatively affect self-regulation in adolescents.</td>
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<td>2. Identify at least two features of the Be CALM program’s design and approach that support self-regulation development in adolescents.</td>
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<td>3. Practice three mindfulness strategies to teach adolescents to manage their stress.</td>
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<tr>
<td>Agenda</td>
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<tr>
<td>Norms for Participation &amp; Warm-Up Exercise</td>
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<tr>
<td>Adolescent Stress and Self-Regulation</td>
</tr>
<tr>
<td>The Be CALM Program</td>
</tr>
<tr>
<td>Exploring Mindfulness</td>
</tr>
<tr>
<td>Questions &amp; Closing</td>
</tr>
</tbody>
</table>
When you see this star,

it means this is an activity or material from the Be CALM Curriculum.
<table>
<thead>
<tr>
<th><strong>Norms for Participation</strong></th>
<th><strong>As we try new things, I will...</strong></th>
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<tbody>
<tr>
<td>![Pause Icon]</td>
<td>Notice when I am feeling uncomfortable and <strong>Press the Pause.</strong> Take a deep breath.</td>
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<tr>
<td>![Ear Icon]</td>
<td><strong>Tune In</strong> my full attention to what I am learning and doing in this moment.</td>
</tr>
<tr>
<td>![Check Icon]</td>
<td><strong>Check It Out</strong> by being curious and having an open mind about what is happening, like a scientist. Be open and willing to try new things.</td>
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<tr>
<td>![Heart Icon]</td>
<td><strong>Be Kind</strong> to myself and others.</td>
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Be Mindful of your own Thermometer

**Guidelines for Safe Practice**

1. Invite participation
2. Option to lower gaze (vs. eyes closed)
3. Keep light on
4. Option to stop participating in practice at anytime

**Overwhelm → Challenge → Safe**

1. Stop – open your eyes or lift your gaze
2. Orient self to space – What do you see? What do you hear? Feel your feet. Feel the desk.
3. Orient self to time – What time is it? What day of the week is it?
Adolescent Development
Mindful Speaking and Listening

“What were you like in middle school?”

“What did you need in middle school?”
Middle School Experience

What insight did this activity give you about adolescents’ strengths, needs, and development?

What insight did it give you about approaching and responding to adolescents?
Key Intervention Opportunities in Early Adolescence

**Dramatic brain changes**
Opportunity to build neural connections for lifelong emotional balance

**Reward sensitivity is high**
Motivates seeking new experiences; opportunity to encourage “healthy risk”

**Peers have a powerful influence**
Opportunity to leverage positive influence and shift classroom norms
Stress in Adolescence
Stress in Teens

Teens report...

- 27%: High levels of daily stress
- 31%: Feeling overwhelmed as a result of stress
- 34%: Next school year will be even more stressful
- 83%: School as their primary stressor

APA, 2013
Stress can be Healthy

**Stress** can motivate students, teach problem-solving, and build coping skills.
Be CALM
Feeling Thermometer

How are you feeling?

How strong is your feeling?

10
Extremely Strong

9
Strong yet manageable

8

7

6

5

4

3

2

1

Emotional balance & calm
How Much Can You Handle?

1. Tap your right foot; keep it going.
2. Using your left hand, throw the ball up in the air and catch it as you tap your right foot.
3. Start bending to the front and to the back, as you tap your right foot and throw the ball in the air with your left hand.
4. Keep everything going!
5. Swing your right arm in circles. Keep bending and tapping.
6. Now begin to count backward from one hundred by twos as you swing, bend, and tap.
**Be CALM**

**Feeling Thermometer**

**How are you feeling?**

**How strong is your feeling?**

1. **Emotional balance & calm**
2. **Strong yet manageable**
3. **Extremely Strong**
Stress Interferes with Self-Regulation

Arnsten et al., 2015; creativecommons.org/licenses/by-nc-nd/4.0/; no changes made
Operating Temperatures & Stress

Typical Operating Temperatures

Reaction to Acute Stressor: Fight, Flight, or Freeze

Chronic / toxic stress

Not chronic / toxic stress
Finger Breathing Exercise

High 5 MINDFUL MOMENT

breathe out, trace down
breathe in as you slowly trace your finger up

THE WONDER TREE
Yoga and Mindfulness for Children
Self-Regulation in Adolescence
<table>
<thead>
<tr>
<th>Self-Regulation Occurs when the Thinking Brain and Emotion Response Systems are Balanced</th>
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<td>![Balance Diagram]</td>
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Self-regulation is managing our thoughts and feelings to support resilience in the face of stress and achieve goals aligned with our values.
<table>
<thead>
<tr>
<th>Cognitive</th>
<th>Emotional</th>
<th>Behavioral</th>
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<tbody>
<tr>
<td>Goal-setting and commitment</td>
<td>Recognizing and accepting emotions</td>
<td>Delay of gratification and persistence towards long-term goals</td>
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<tr>
<td>Future orientation</td>
<td>Tolerating distress</td>
<td>Using healthy coping strategies to manage stress</td>
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<tr>
<td>Planning and organization to achieve goals</td>
<td></td>
<td>Making decisions that align with values and reflect concern for others</td>
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<td>Self-monitoring</td>
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<td>Perspective-taking</td>
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<td>Complex problem-solving</td>
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Adolescents need Caring Adults to fill their Self-Regulation Buckets
Be CALM Approach

Curriculum
Student Instruction and Practice in Mindfulness and Cognitive-Behavioral Strategies

Co-regulation
Teacher interactions with students in day to day situations that strengthen self-regulation

Strong professional development to support teachers’ co-regulation practices and personal stress management and self-care

Skills instruction for students through delivery of 12 session curriculum and self-regulation coaching

Student support staff involvement to support those students who need extra practice and individualization
CO-REGULATION as a framework for supporting students

Teach Self-Regulation Skills

Responsive Relationships

Coach Self-Regulation

Safe, Supportive Environment

Adult Self-Regulation

“Thank you for listening.”

Murray et al., Journal of Primary Prevention, 2019
Alignment with trauma sensitive schools

Safe, Supportive Environment: Address behavior with positive & compassionate approaches

Responsive Relationships: Prioritize development of trusting relationships

“Thank you for listening.”

Teach students social and emotional skills

Adult Self-Regulation

NOW?
Fine
Be CALM: An Innovative Self-Regulation Program for Middle School Students
Be CALM: A Tier 1 Intervention Program
<table>
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<tr>
<th></th>
<th>Be CALM Self-Regulation Goals</th>
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<tr>
<td>C</td>
<td>Staying emotionally balanced and calm, especially during times of stress.</td>
</tr>
<tr>
<td>A</td>
<td>Staying focused in the moment without reacting to distractions.</td>
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<tr>
<td>L</td>
<td>Keeping values in mind and solving problems with a cool and curious mind.</td>
</tr>
<tr>
<td>M</td>
<td>Making decisions that support long-term goals and reflect kindness.</td>
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C is for **COOL**

A is for **ATTENTIVE**

L is for **LOGICAL**

M is for **MATURE**
Be CALM Program Development

- Systematic review of self-regulation intervention literature
- Interviews with 30 teachers and counselors from 7 schools
- Consultations with Learning to BREATHE and Coping Power developers
- Consultations with NCDPI’s Healthful Living Coordinator
- Piloted with over 400 middle school students in 28 classes with 5 teachers across 3 districts
- RCT ongoing with 9 teachers and 480+ students across 4 schools

2017 → 2018 → Present
Student Feedback from Year 2 Pilot
(n = 392)

What was the most helpful thing you learned in the Be CALM program?

- Definitely the coping strategies.
- Being able to focus on the current situation without stressing as much.
- To be kind to others and to follow your goals.
- How to use my breath to calm me down.
- The activities and stretches when we got to stand because we sit all day.
- How to think before I do things.
Building from Current Evidence-Based Work

**Mindfulness**
- Relatively new & rapidly growing area of intervention research
- Stress is one of most consistent outcomes that improves
- Positive changes in areas of brain involved in emotion regulation and perspective-taking
- Increasing use of schools
- Evidence that teacher implementation is feasible & effective

**CBT**
- Large, well-established research base
- Impact on coping skills, mental health/stress, achievement, and behavior problems
- Incorporated into many school-based SEL programs, with effective delivery
- Often limited attention to emotion knowledge, awareness, & distress tolerance

Carsley et al., 2018; Carter et al., 2011; Cresswell et al., 2007; Davidson, 2003; Desbordes, 2012; Holzel, 2007, 2011; Kraag et al., 2009; Pandey & Ameta, 2017; Pandey et al., 2018
Integrates cognitive and emotion regulation, drawing strategies from **two evidence-based** programs

**Mindfulness**
- Way of being
- Non-striving
- Cultivates nonjudgmental awareness
- Distress tolerance

**CBT**
- A technique or tool
- Goal-focused
- Evaluates thoughts & feelings in an effort to change them
- Problem-solving
**Strong professional development addresses a gap in current middle school self-regulation programs**

<table>
<thead>
<tr>
<th>Interactive Training Workshops</th>
<th>Be CALM Coaching</th>
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<tbody>
<tr>
<td><strong>18+ hours training for Health/PE teachers in:</strong></td>
<td>✤ Weekly/bi-weekly meetings with teachers</td>
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<tr>
<td>➢ Mindfulness</td>
<td></td>
</tr>
<tr>
<td>➢ Adolescent development and peer ecology</td>
<td>➤ Supports teachers with curriculum delivery</td>
</tr>
<tr>
<td>➢ Co-regulation for supporting student self-regulation skills</td>
<td>➤ Supports personal and professional growth using Be CALM principles and strategies</td>
</tr>
<tr>
<td>➢ Teaching the Be CALM curriculum</td>
<td>➤ Facilitates collaboration between Health/PE teacher and student support staff</td>
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| **11+ hours training for School Mental Health staff in:** | |
| ➢ Mindfulness |  
| ➢ Co-regulation for supporting student self-regulation skills |  
| ➢ Supporting the Be CALM curriculum delivery |  

Interactive Training Workshops and Be CALM Coaching are provided to address gaps in current middle school self-regulation programs, focusing on professional development, weekly/bi-weekly meetings, curriculum support, and personal and professional growth.
Bluth, K. 2017. *Making Friends with Yourself* – Adapted from the work of Dr. Nirbhay Singh
10 minute BREAK
What is Mindfulness?
ACTIVITY:
Sweeping Sky, Scooping Earth
Mindfulness is Omnipresent

Teach Self-Regulation Skills

Responsive Relationships

Coach Self-Regulation

Safe, Supportive Environment

Adult Self-Regulation

“Thank you for listening.”

Murray et al., Journal of Primary Prevention, 2019
Press the Pause on whatever you are thinking or doing

Tune In to the present moment
Mindfulness is paying attention in a particular way: on purpose, in the present moment, and without judgment. (Kabat-Zinn, 1991)

**Tuning In** to the present moment, on purpose, and **Checking Out** what is happening with a curious and **kind** attitude.
Acceptance Component of Mindfulness...

Check it out.
Notice what is happening with curiosity.

Mindfulness does **NOT** equal Indifference
Mindfulness Increases Capacity for Impulse Control & Healthy Decision-Making

“Between stimulus and response, there is a space...”

In that space is our power to choose our response.”
– Viktor Frankl

Stressors!

Press the Pause.
Take 3 deep breaths.

Response
DISCUSSION:
Give Up or Try Again

…it’s okay
Scene: Teacher is introducing smells to students to encourage their curiosity and nonjudgmental awareness of sensations.
What is the value in encouraging students to simply notice their experiences and sensations without judging them?

What impact might this have on how they regard and treat others?

How is framing experiences and emotions as “pleasant” or “unpleasant” different from labeling them as “good” or “bad”.

A Developmentally and Trauma-Sensitive Approach

**Exteroception**: the ability of our senses to receive and transmit information from the external environment.

**Proprioception**: the ability to sense movement in the body and determine where the body is in space.

**Interoception**: the ability to receive stimuli originating from the interior of the body.
Mindful music practice
What did you notice about how your body reacted to the music?

Where in your body did you feel the music?

Was this experience pleasant, unpleasant, or neutral?
Additional Activities to Check It Out

Mindfulness of Smells*
Mindfully eating*
Mindful Drawing*
Exploring Sandpaper*
Mystery Object (Water beads)*
Sense Doors**
Mindful Walkabout**

* Be CALM program activities; scripts available in your handouts

** Activities can be found in the book Learning to BREATHE (Broderick, 2013)
Acceptance Component of Mindfulness…

Be kind
To yourself and others.
I feel pretty bad, like worthless and just want to give up.

What would you say to your friend?

Now, think of a time when you felt pretty bad. Think about what you said to yourself in that situation, or what you would say to yourself.
Research actually shows that 78% are kinder to others than they are to themselves during difficult times.

“Compassion for others begins with kindness to ourselves.”
- Pema Chödrön
Practicing Kindness

What I Wish for Myself

How do you wish to practice kindness toward yourself?

Which habits of self-care do you wish to strengthen?
A Lesson from Trees

The Hidden Life of Trees: What they Feel, How they Communicate
(Wohlleben, 2018)
3-2-1 Exercise

3-minute Loving-Kindness Practice

2 good things that happened this week

1 act of kindness

https://centerhealthyminds.org/join-the-movement/try-the-5-3-1-practice
Facilitating Mindfulness practices

Create the conditions for the practice with your tone, pacing, and engaging in it yourself

Invite student participation

Respond calmly to student disruptions

Practice the script ahead of time so you can follow it naturally

Facilitate reflection about the practice

Be Kind
To yourself and others
Ready, Set, Action

1. Form groups of 3-4 people.

2. Take turns leading a practice of your choice.

3. Reflect on your experience (either as facilitator or as group member being guided through the practice) using the following questions:

- **Facilitator** – What was that experience like for you? What did you notice as you did it?

- **Group member** – What was that experience like for you? What did you notice as you were guided through the practice?
What is one thing you will take with you?

Dr. Richard Davidson, a neuroscientist at the University of Wisconsin, speaks about “every behavioral intervention being a biological intervention.”

A young person’s repeated experiences in school are powerful for building and sustaining healthy habits as new neural pathways in the brain.

**Objectives**

At the end of this training, participants will be able to:

1. Explain how stress can negatively affect self-regulation in adolescents.

2. Identify at least two features of the Be CALM program’s design and approach that support self-regulation development in adolescents.

3. Practice 3 mindfulness strategies to teach adolescents to manage their stress.