

DATA-INFORMED, TARGETED INTERVENTIONS FOR IMPROVING EMOTION REGULATION: CONSIDERATIONS FOR INTERNALIZING PROBLEMS

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1

Objectives:

- Describe the process model of emotion regulation and how it relates to families and schools
- List measures for monitoring emotion regulation (e.g., intensity of emotions, use of adaptive strategies)
- Identify targeted interventions, based on a functional assessment, for effectively supporting students with emotion regulation difficulties.

2


1 Setting the Scene

What's the problem? Why is it important? What do we need to know?


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What is the problem?

- Access and provision of mental health services to children and adolescents is a global challenge
(Kieling et al., 2011; Millar, Leon, Moraes, & Sweet, 2013; Rones & Hoagwood, 2000)
- School-based mental health interventions
(Murphy, Abel, Hoover, Jellinek, & Fazel, 2017)



Of children in need, 80% do not receive mental health services
(Kataoka et al., 2002)



Catron and Weiss (1994) found that if services were provided in schools, 98% referred received support.

4

Why is it important?

5 **Types of referrals**

- Internalizers v. Externalizers
- Types of Referrals
- Slipping through the cracks

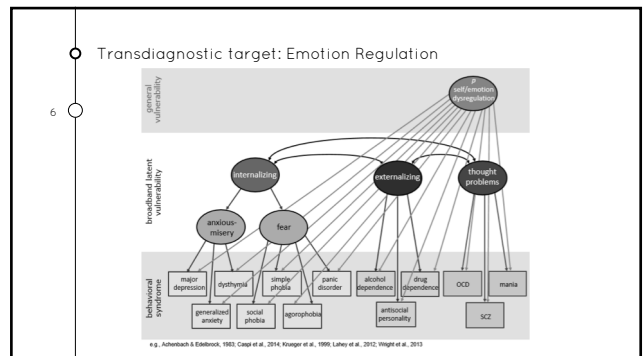
Internalizing Problems

School avoidance, social anxiety, test anxiety, withdrawal, somatic complaints, depressed or irritable mood, or appears overly tired.

Externalizing Problems

Aggression, hyperactive, rule-breaking, opposition, non-compliance, acting out, or substance abuse.

5



6

7

Myths about Emotion Regulation

Emotions are internal event that we, as helping professionals, have no control over	The only way to regulate emotions is to talk about it to change your negative thoughts
Internalizing problems are internal events that cannot be measured	Behavioral principles do not apply to emotion regulation

7

7

8

What is Emotion Regulation (ER)?

4 Component Model of ER in relation to Broad Deficits in Psychopathology

- Awareness, understanding, acceptance of emotions
- Engagement in goal directed behavior
- Ability to flexibly apply strategies to modulate emotional experiences
- Willingness to experience negative emotions when pursuing meaningful activities

(e.g. Gratz & Roemer, 2004)

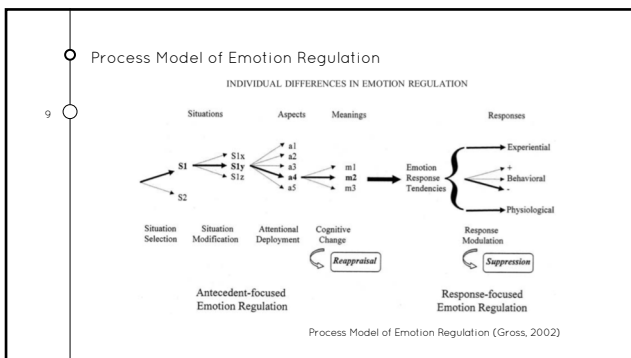
Process Model of ER

Strategies utilized to modulate feeling, behaviors, and physiological responses associated with a given emotion

- Maladaptive
 - Rumination
 - Suppression
 - Avoidance
- Adaptive
 - Acceptance
 - Problem Solving
 - Reappraisal

(Gross, 1998)

8



9

10

Key messages from research

Meta-analysis of Effectiveness of ER processes

Cognitive Change
more effective than
Attentional Deployment and Response Modulation

(Hu et al., 2014; Webb, Miles, & Sheeran, 2012)

Overlooked Antecedent Interventions

Research on substance use, eating and exercise, academic achievement, and retirement savings suggest that adapting or modifying environmental factors or situational cues are more effective =

Situation Selection and Modification

(Duckworth, Gendler, and Gross, 2016)

10

11

Who are the key players? Caregivers and Teachers

Learning ER at home

children learn emotion regulation through socialization:

- Reactions to their child's emotions
- Expressions of emotions
- Discussions of emotions with their child.

(Eisenberg, Cumberland, and Spinrad, 1998)

Emotional support in Schools

children had less behavior problems over time when their teacher provided high emotional support:

- Responsiveness to student's needs
- Regard for student perspectives
- Absence of negativity
- Presence of safety and enjoyment

(McCormick, Cappella, O'Connor, & McClowry, 2013; Pianta & Homre, 2008)

11

12

*It is striking that none of these empirically-validated interventions have been **combined into a comprehensive intervention package** and tested for their blended effectiveness. From a clinical standpoint, given the multiply-determined problems of children, evidence for the effectiveness of a combined school-based intervention that targeted the reduction of problem behaviors through the **use of cognitive-behavioral techniques, improvement in social skills, and teacher management of behaviors through consultation***

- Hoagwood et al. (1997)

12

Consultation In Schools

- Role of school mental health clinicians in consultation (Fagan & Wise, 2007)
- Conjoint behavioural consultation (CBC) (Sheridan et al., 1996a; Sheridan & Kratochwill, 2007)
- CBC and internalizing problems (Auster, Feeney-Kettler, & Kratochwill, 2006)

Conceptual model of CBC (Sheridan & Kratochwill, 2007)

13

2 Getting Practical

How to measure ER for internalizing problems? How to implement targeted interventions?

14

15 Research to Practice

- Based on the dissertation research data collected in Spring 2019
- Challenges to supporting ER
- Measures and interventions based on a contemporary research on emotion regulation
- Aim is to help mental health professionals develop meaningful, personalized interventions with youth, families, and schools.

15

Ways to Capture Emotion Regulation

Target of measure	Type of measure	Source of Data
Student	Direct	Direct observation of emotion regulation (structured and unstructured) Field notes and consultation meeting reflections Office referrals
	Indirect	Self-Report Emotion Tracking Form Parent/Teacher Daily Behaviour Ratings of ER Student/Parent/Teacher Interviews Questionnaires (BASC-3; BRIEF; Self-theories of intelligence and failure)
Teacher	Direct	Classroom observation instrument
	Indirect	Classroom climate and demographics Questionnaires (BASC-3; BRIEF; Self-theories of intelligence and failure)
Caregiver	Direct	Home observation instrument
	Indirect	Demographic information Questionnaires (BASC-3; BRIEF; Self-theories of intelligence and failure)

16

17 Case Example

	Silly, sensitive Sam	Attention-seeking Adrian	Disconnected Danielle
Age, Grade	10, Gr. 5	12, Gr. 7	11, Gr. 6
Reason for Referral	Being sent to office, multiple times a week for crawling under desk, crying, wailing	Disruptive classroom behavior, silly/odd behaviors (ADHD, Anxiety)	Missing school, conflict with parents, withdrawal in class (ODD, ADHD, Anxiety)
Interests	Pokemon, video games (Zelda)	Youtube (Mr. Beast), video gaming (Call of Duty)	Climate change and dance
Personal Goals	Focus better	Impulse control, talk about emotions, thinking ahead	Expressing emotions, Resolving problems with parents

17

Self-report: Emotion Tracking Form

18

Caregivers/Teacher Report: Daily Rating Form

Teacher Daily Rating Form

(Please do not include any identifying information)

* Required

Describe any emotional outbursts or challenging behaviour: *

Your answer:

Rating of behaviour: *

+2 = Much improved

+1 = Improved

0 = Usual behaviour

-1 = More difficulties

-2 = Much more difficulties than usual

Describe any strategies that you used or observed (e.g., calming or coping strategies):

Your answer:

Rating of child's strategy use:

+2 = Much improved

+1 = Improved

0 = Usual strategy use

-1 = More difficulties

-2 = Much more difficulties than usual

Completed by: *

Your answer:

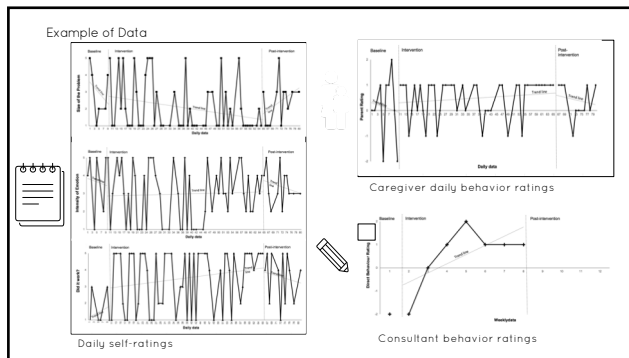
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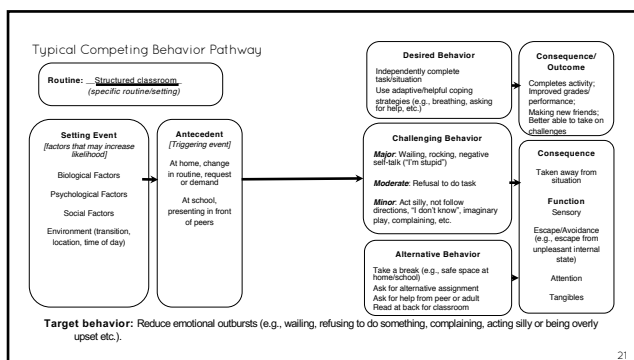
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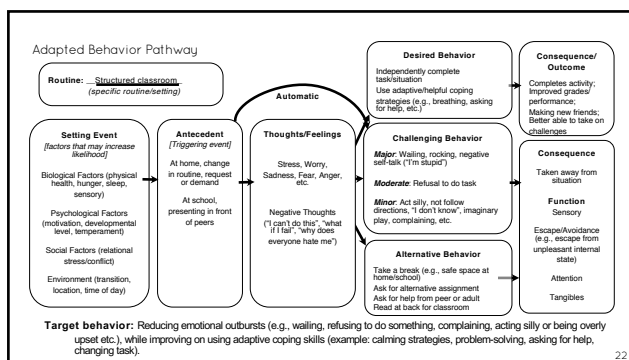
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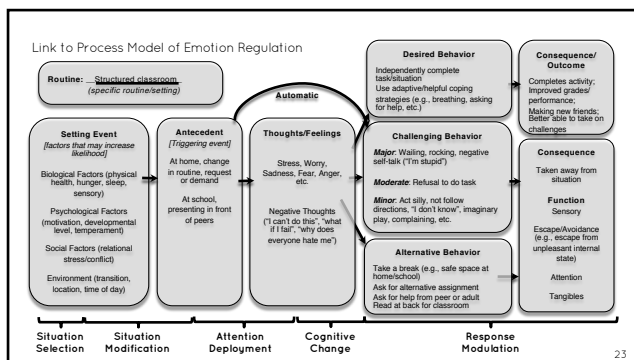
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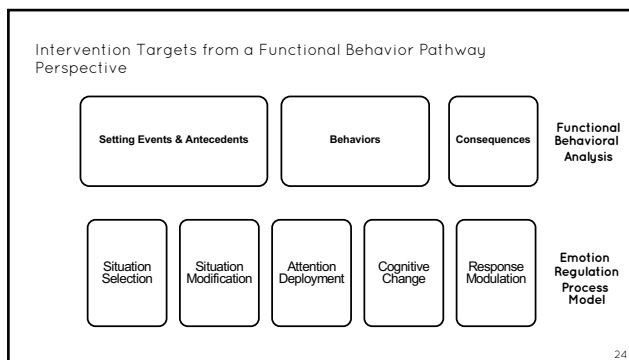
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24

Prevention: Interventions Targeting Setting Events & Antecedents

Situation Selection Situation Modification

- **Sleep hygiene and nutrition** psychoeducation
- **Visual schedules** to promote predictable routines and environments
- Provide **adaptations** for school work
 - Break assignments into chunks
 - Provide choice when possible
 - Peer tutor or mentor
- **Plan ahead for breaks** and change of environment

25

25

Prevention: Promoting Emotion Regulation Skill Development

Attention Deployment Cognitive Change Response Modulation

- Teach **self-monitoring**
- Practice identifying **triggers for frustration/dysregulation**
- Direct instruction in **emotion identification**
- Target unhelpful/unhealthy thought patterns through **cognitive restructuring**
- Coping skills for distressing emotions
- E.g. Dialectical Behavioral Therapy, Cognitive Behavioral Therapy skills

26

26

Responding to Dysregulation: Targeting Consequences Based on Behavior Function

Response Modulation

Reinforce Positive Behavior

- Give **verbal or nonverbal praise** for use of coping strategies
- Subtly **remind** student of use of break card or other options

Response to Problem Behavior (Corrective Feedback)

- **Minor:** Redirect/prompt.
- **Moderate:** Connect then provide support and suggestions.
- **Major:** Give time/space or take to safe space.

27

27

Suggested Intervention Strategies for Home and School

Setting Event	Manipulate Antecedent	Shift Thought Patterns	Teach Behaviour	Alter Consequences
Talk about possible problems that arise before difficult situation or new routines.	Prevent problem behaviour. Breakdown assignment/activity Provide a peer tutor/helper Provide choice where possible (e.g., "What part of the activity would you like to start first?" "what will you do when you are done?")	Notice signs. Observe signs of frustration (grimacing face, muttering, or deep exhales) Prompt use of a break or direct attention to another task or different aspect of the task.	Teach Alternative Behaviour. Teach break card or asking for help (e.g., "if you need to break, you can find the break cards here" or "raise your hand if you need help"); require returning to activity; limited number of break cards	Reinforce Behaviour Verbal immediate praise for independent work. Subtly remind student of use of break card or other options
Visual schedule for predictability.	Prompt Alternate/Desired Behaviour. Remind availability of break cards and safe space (e.g., "do you need to take a break before getting started?") Provide support ahead or request (e.g., check-in "do you know your job?") Connect before redirected (e.g., "I can tell this is hard for you, let's try to figure this one out together.")	Shift thought patterns Teach to self-identify negative thought patterns and use adaptive coping strategies to change thought patterns (e.g. focus on something else, focus on positive self-statements "I can do this", "Nobody's perfect".)	Teach Desired Behaviour/Social Skills. Teach and Pre-correct (e.g., "your job is to...") Teach and practice using emotion regulation coping skills	Response to Problem Behaviour/Corrective Feedback Minor: Redirect and prompt. Moderate: Connect then provide support and suggestions. Major: Give time/space, or take to safe space.

28

28

KEY MESSAGES

- ER is more than just coping strategies
- ER is most effective when targeting antecedents
- Use multiple source of data to inform target of intervention
- A repertoire of targeted skills/strategies **MORE USEFUL** than searching for the "Right One"

29

29

Activity

Case and develop targeted interventions

30

30

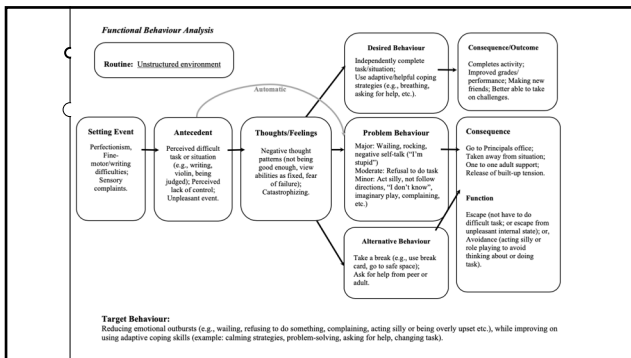
Thanks!
ANY QUESTIONS?
 You can reach us at
 simon.lisaingo@alumni.ubc.ca
 jaime.semchuk@alumni.ubc.ca

31

	<ul style="list-style-type: none"> Maladaptive <ul style="list-style-type: none"> - Avoiding challenging situations - Choosing situations that do not promote long-term goal achievement - Over- or under-protective parental guidance 	<ul style="list-style-type: none"> Maladaptive <ul style="list-style-type: none"> - Insisting on safety signals - Modifying a stressful situation through behaviors that lead to escape or lead to negative outcomes 	<ul style="list-style-type: none"> Maladaptive <ul style="list-style-type: none"> - Rumination - Attentional avoidance - Focusing on information that supports negative affect 	<ul style="list-style-type: none"> Maladaptive <ul style="list-style-type: none"> - Rigid thinking - All-or-nothing thinking - Catastrophic thinking - Other cognitive distortions 	<ul style="list-style-type: none"> Maladaptive <ul style="list-style-type: none"> - High rates of physiological arousal - Over- or under-expression of emotional experience - Escape-related and other emotion-driven behaviors
	<ul style="list-style-type: none"> Adaptive <ul style="list-style-type: none"> - Avoiding realistically dangerous situations - "Facing" challenging situations - Choosing situations that promote long-term goal achievement - Parents supporting children and providing guidance on situation selection 	<ul style="list-style-type: none"> Adaptive <ul style="list-style-type: none"> - Altering a stressful situation to control high levels of anxiety - Without leading to escape and reach adaptive outcomes 	<ul style="list-style-type: none"> Adaptive <ul style="list-style-type: none"> - Awareness and attention to emotional states, both positive and negative - Attending to information that is and is not congruent with one's mood 	<ul style="list-style-type: none"> Adaptive <ul style="list-style-type: none"> - Shifting how we think about situations and stimuli to maintain realistic affect - Positive realistic thoughts to counter negative ones 	<ul style="list-style-type: none"> Adaptive <ul style="list-style-type: none"> - Relaxation strategies - Socially acceptable methods of emotional expression - Awareness of context - Distress tolerance
Level 2	Situation selection	Situation modification	Attentional deployment	Cognitive change	Response modulation
Level 1	Parents / caregivers Authority figures Peers				

(Weiss, 2014)

32



33

Possible Intervention Strategies for Home and School

Setting Event	Manipulate Antecedent	Shift Thought Patterns	Teach Behaviour	Alter Consequences
Task shows possible problems due arise before difficult situation or new routines.	Review problem behaviour breakdown engagement/ activity. Provide a peer tutor/helper. Provide choice where possible (e.g., "What part of the activity would you like to do first?" "What will you do after you are done?"). For writing tasks, allow to use computer.	Observe signs of frustration (screaming, stomping, or deep sighs). Prompt use of break or direct attention to another task or different aspect of the task.	Teach break card or asking for help (e.g., "You need a break, you use that break card now" or "You need a break (you need help), require returning to activity).	Verbal immediate praise. Reward of reward for specific goals on home-school communication.
Visual schedule for Manage noise level or provide headphones	Prompt Alternative/Desired Behaviour. Reinforce availability of break cards and safe space (e.g., "do you need to take a break before going outside?"). Provide support ahead or request (e.g., "break" or "do you keep your job?").	Teach to self identify negative thought patterns and use adaptive coping strategies to change thought patterns (e.g., focus on something else, focus on positive self-experiences "I am able to", "I'm doing pretty good").	Teach and Praise correct (e.g., "your job is to..."). Teach and practice using emotion regulation coping skills.	Minor: Redirect and prompt. Moderate: Provide support and suggestions. Major: Ask to take go to safe space.

Next Steps

- Plan for School Consultation & Supports:
 - Develop Individual Education Plan (IEP) with suggested goals (1) James will use adaptive coping strategies to focus and regulate emotions; (2) James will be given support with his written output (e.g., computer, or reduced writing).
 - Review Functional Behaviour Assessment with School, Teach and implement Break Card.
- Plan for Home Supports:
 - Continue to teach and practice using coping skills.
 - Continue to provide opportunities for using coping strategies by implementing creative challenges involving typical avoidance tasks (e.g., speed writing, no laughing game, speech broadcasts, social situation role play).

34

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35

Conference Handouts

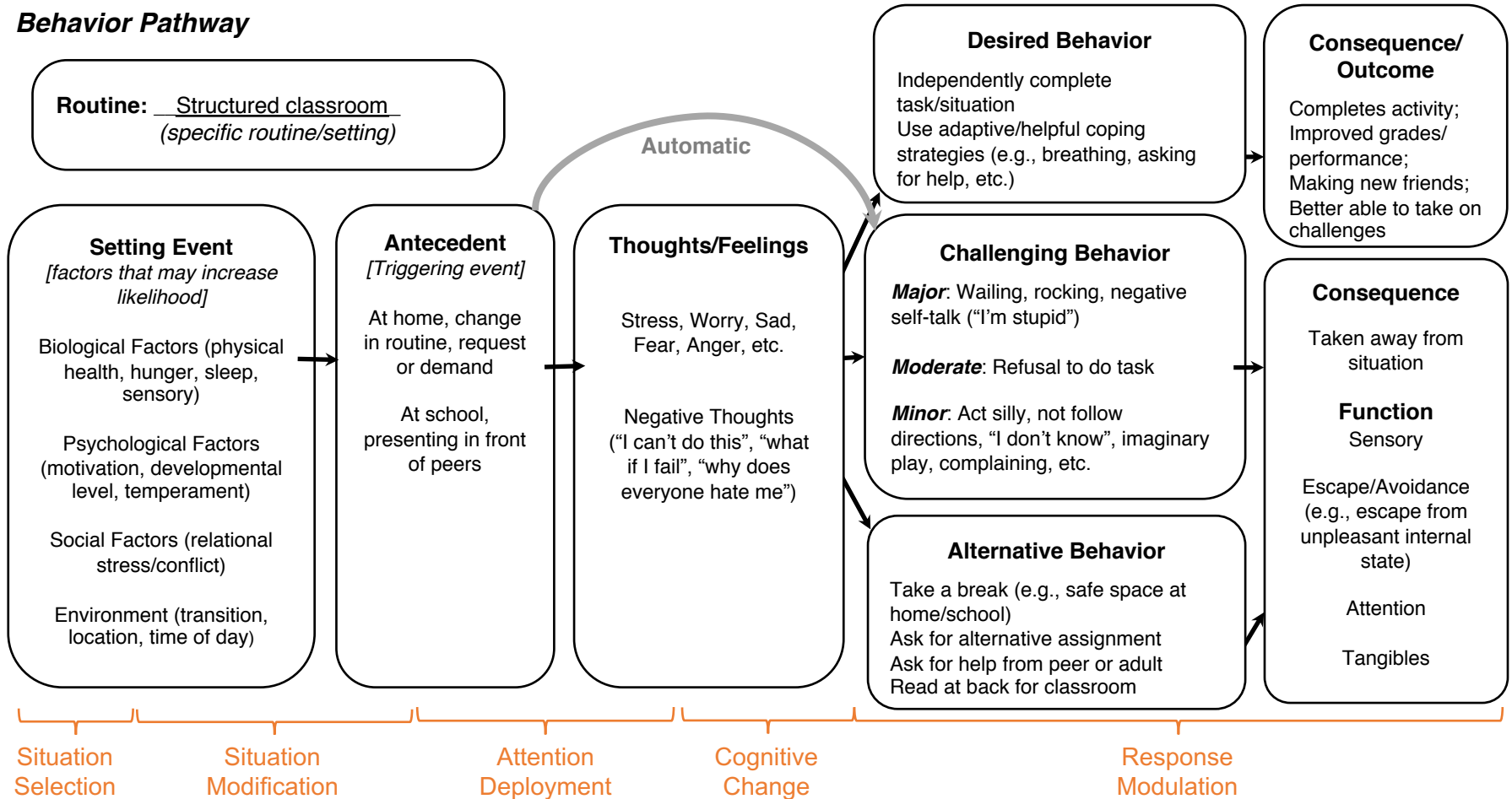
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Sample Emotion Regulation Support Plan

Student Name:		Date of Assessment:	
Grade:		Consultant name:	

Behavior Pathway



Target behavior: Reducing emotional outbursts (e.g., wailing, refusing to do something, complaining, acting silly or being overly upset etc.), while improving on using adaptive coping skills (example: calming strategies, problem-solving, asking for help, changing task).

Sample Suggested ER Intervention Strategies for Home and School

Setting Event	Manipulate Antecedent	Shift Thought Patterns	Teach Behaviour	Alter Consequences
<p>Talk about possible problems that arise before difficult situation or new routines.</p> <p>Visual schedule for predictability.</p> <p>Counselling focused on negative self-thoughts.</p>	<p><u>Prevent problem behaviour</u></p> <p>Breakdown assignment/activity</p> <p>Provide a peer tutor/helper</p> <p>Provide choice where possible (e.g., "What part of the activity would you like to start first?" "what will you do when you are done?")</p>	<p><u>Notice signs</u></p> <p>Observe signs of frustration (cringing face, muttering, or deep exhales)</p> <p>Prompt use of a break or direct attention to another task or different aspect of the task.</p>	<p><u>Teach Alternative Behaviour</u></p> <p>Teach break card or asking for help (e.g., "if you need to break, you can find the break cards here" or "raise your hand if you need help"); require returning to activity; Encourage to work independently</p>	<p><u>Reinforce Behaviour</u></p> <p>Give verbal or nonverbal praise for use of coping strategies</p> <p>Subtly remind student of use of break card or other options</p>
	<p><u>Prompt Alternate/Desired Behaviour</u></p> <p>Remind availability of break cards and safe space (e.g., "do you need to take a break before getting started?")</p> <p>Provide support ahead or request (e.g., check-in "do you know your job?")</p> <p>Connect before redirected (e.g., "I can tell this is hard for you, let's try to figure this one out together.)</p>	<p><u>Shift thought patterns</u></p> <p>Teach to self-identify negative thought patterns and use adaptive coping strategies to change thought patterns (e.g., focus on something else, focus on positive self-statements "I can do this", "Nobody's perfect").</p>	<p><u>Teach Desired Behaviour/Social Skills</u></p> <p>Teach and Pre-correct (e.g., "your job is to...")</p> <p>Teach and practice using emotion regulation coping skills</p>	<p><u>Response to Problem Behaviour/Corrective Feedback</u></p> <p>Minor: Redirect/prompt.</p> <p>Moderate: Connect then provide support/suggestions.</p> <p>Major: Give time/space, or take to safe space.</p>

Next Steps

Plan for School Consultation & Supports:

- Brainstorm how to make work meaningful and interesting
- Notice and praise positive behaviour (focusing, using strategies like taking a break, moving seats, etc.), ignore minor behaviour
- Model and encourage use of emotion language and strategies (e.g., praise use of strategies to control impulses)

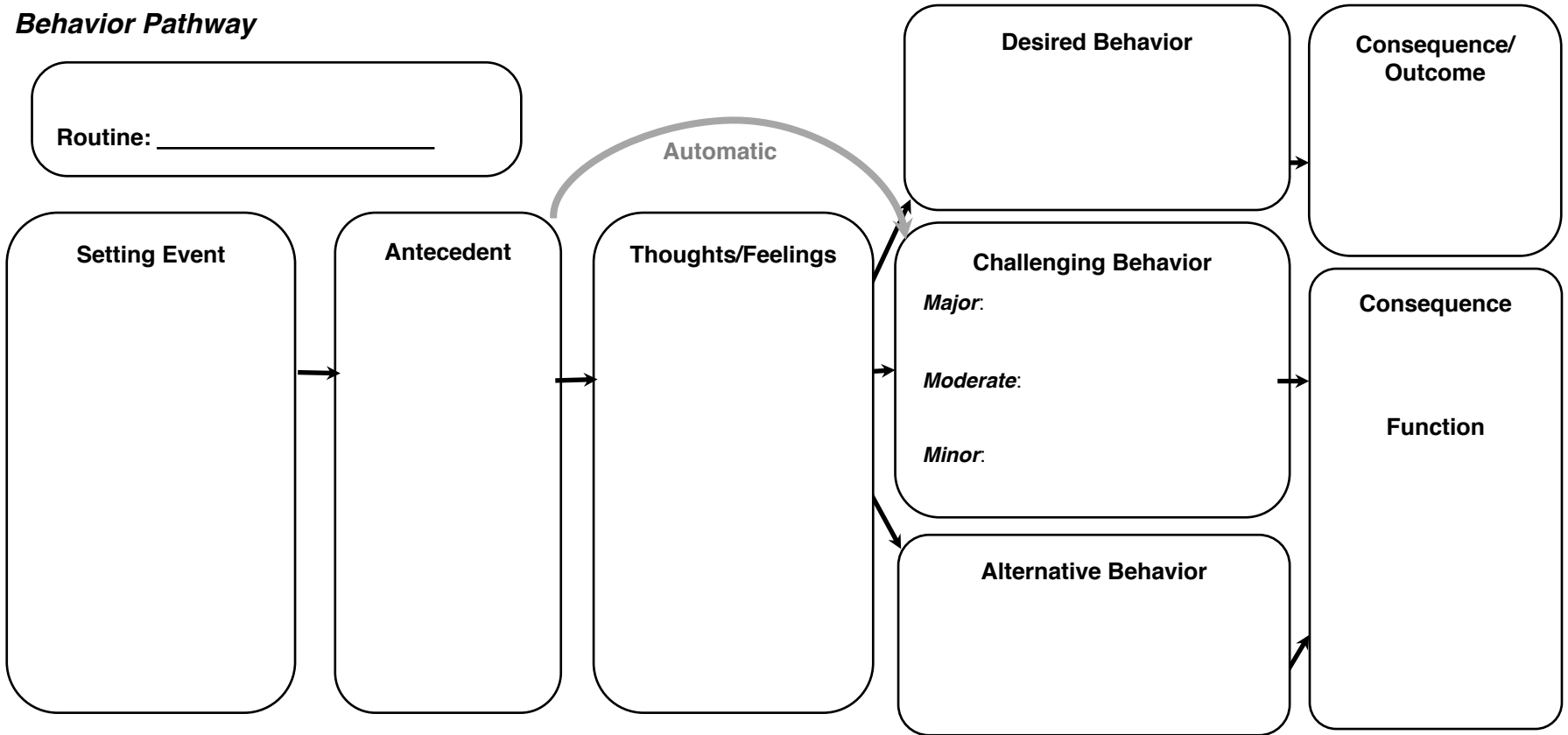
Plan for Home Supports:

- Engage in small challenges (impulse control challenges) that help him practice his impulse control, problem solving, and coping skills
- Model and encourage use of emotion language and strategies

Emotion Regulation Support Plan

Student Name: _____	Date of Assessment: _____
Grade: _____	Consultant name: _____

Behavior Pathway



Target behavior: _____

Suggested Intervention Strategies for Home and School

Setting Event	Manipulate Antecedent	Shift Thought Patterns	Teach Behaviour	Alter Consequences
	<u>Prevent problem behaviour</u>	<u>Notice signs</u>	<u>Teach Alternative Behaviour</u>	<u>Reinforce Behaviour</u>
	<u>Prompt Alternate/Desired Behaviour</u>	<u>Shift thought patterns</u>	<u>Teach Desired Behaviour/Social Skills</u>	<u>Response to Problem Behaviour/Corrective Feedback</u> Minor: Moderate: Major:

Next Steps

Plan for School Consultation & Supports:

-
-

Plan for Home Supports:

-
-

Classroom Intervention Strategies for Internalizing Problems

The following is a list of common intervention strategies used for supporting students with internalizing problems in schools.

Before the day begins and before the problem occurs, teachers can...

- Talk about possible problems that may arise before difficult situations or new routines.
- Use a visual schedule for predictability (e.g., on their classroom white/chalkboard have a list of activities for the day and the times they will occur, review it with the classroom before each day; especially, review changes to their normal routine).
- Manage noise level or provide headphones (e.g., students sometimes have noise-cancelling headphones available to use if they find it too noisy in the classroom, or allow the student to listen to their personal music)
- Work on negative self-thoughts (e.g., teachers may refer the student to counselling so that the student can learn cognitive strategies for reframing negative self-thoughts and building greater self-awareness)
- Create a calming corner in the classroom (e.g., a known place in the classroom where students can go if they are feeling overwhelmed or upset, where they can go to work quietly or take a break).
- Set up and remind the student about receiving a tangible reward (e.g., playing cards from parents) for achieving their emotion regulation goals (e.g., remind that that you are working with their parents to support them towards their goal to use more emotion regulation strategies).
- Model the use of identifying strong emotions (e.g., teacher makes a spelling mistake on the board or forgets something at home)
- Model the use of emotion regulation strategies (e.g., teacher openly acknowledges a mistake and fixes it, and uses a positive self-statement: “nobody’s perfect, I guess that I am human too😊” (positive self-statement); teacher communicates how they are feeling and what they are doing about it “I am having a rough day and feeling a bit tired, but I am feeling excited about what we are going to work on today”(positive reframe).

To prevent the problem behaviour, teachers can...

- Breakdown assignments/activities (e.g., instead of giving the student an open-end goal or task, break down the assignment into manageable/achievable chunks)
- Provide a peer tutor/helper (e.g., have a designated student in the classroom that the student gets along with and is capable of supporting the student)
- Provide choice where possible (e.g., “What part of the activity would you like to start with first?”; “What will you do when you are done?”)
- For writing tasks, allow to use computer (e.g., if handwriting is a concern or is slow, a computer might make it easier for the student)
- Remind availability of break cards and safe space (e.g., “do you need to take a break before getting started?”)
- Provide support ahead or request (e.g., check-in “do you know your job?”)

During or before known challenging tasks (e.g., math test or essay writing), teachers can...

- Observe for signs of frustration (e.g., cringing face, muttering, or deep exhales)
- Prompt use of a break or direct attention to another task or different aspect of the task.
- Teach or model to the student to self-identify negative thought patterns and use adaptive coping strategies to change thought patterns (e.g., focus on something else, focus on positive self-statements “*I can do this*”, “*Nobody’s perfect*”)
- Teach break card or asking for help (e.g., “*if you need to break, you can find the break cards here*” or “*raise your hand if you need help*”); require returning to activity
- Teach and pre-correct (e.g., “*Remember, your job is to...*”)
- Teach and practice using emotion regulation coping skills (e.g., “I know this task may be a little harder than usual for you all, but I believe you can do it. What I have done is helped break it down into steps for you...”)




After the problem behaviour occurs, teachers can...

- **Minor problem behaviour:** Connect then redirect and prompt the student to a different activity (e.g., stand in close proximity and gently remind student of expectations).
- **Moderate problem behaviour:** Connect then provide support and suggestions (e.g., when the student has calmed down, get down to their level, and take the time to talk to the student about the event, their behaviour, how they felt, what they tried, and what they could do differently; or, help the student collaboratively solve their specific problem).
- **Major problem behaviour:** Ask to take go to safe space (e.g., if safe to do so, stand in close proximity, and remind student of their option to use the calming corner or to the office; if behaviour is unsafe, remove other students from the classroom and seek support).

When student does things well (e.g., uses adaptive emotion regulation strategies), teachers can...

- Make an extra effort to provide immediate verbal praise for using an emotion regulation strategy (e.g., “Great work, getting your headphones, I know it is noisy in here” or “I noticed you went to the calming corner, good job!”)

Emotion Tracking Sheet

Date:	<i>When...</i>	<i>I am/was feeling...</i>	<i>I tried to...</i>
Time:			<i>Next time I will...</i>
Completed by:	Size of the Problem? 1 2 3 4 5 Small <----> Big	<div style="text-align: center;">  </div> How intense? 1 2 3 4 5 not at all <----> Very	Did it work? 1 2 3 4 5 not at all <----> Very well
Date:	<i>When...</i>	<i>I am/was feeling...</i>	<i>I tried to...</i>
Time:			<i>Next time I will...</i>
Completed by:	Size of the Problem? 1 2 3 4 5 Small <----> Big	<div style="text-align: center;">  </div> How intense? 1 2 3 4 5 not at all <----> Very	Did it work? 1 2 3 4 5 not at all <----> Very well
Date:	<i>When...</i>	<i>I am/was feeling...</i>	<i>I tried to...</i>
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Completed by:	Size of the Problem? 1 2 3 4 5 Small <----> Big	<div style="text-align: center;">  </div> How intense? 1 2 3 4 5 not at all <----> Very	Did it work? 1 2 3 4 5 not at all <----> Very well

