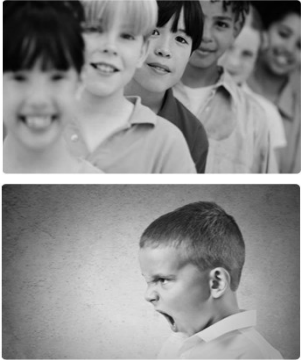


ADHD 360

Optimizing Self-Regulation & Managing Big Emotions

Success with ADHD Learning Series #4

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drcarolinebuzanko.com



1

Overview

- Self-regulation
 - What it is and how it works
 - Domains
- Self-regulation Pyramid
 - Environment
 - Connections
 - Co-regulation
 - Rationale
 - Stress behaviour
 - Opportunities
 - Individual
 - Teaching & Skill development
 - Verbal meditation
 - Effective communication
 - Problem solving
 - Implementation

2



Self-regulation
is NOT

3

Self-regulation

Range of skills that help kids be adaptable and flexible to various situational and social demands

Is voluntary and **effortful/intentional** response to adapt to a situation or meet a certain goal (flexibility key!)

4

Self-Regulation

The ability to process and control thoughts, feelings, impulses, and behaviours

5

How it works

6

Self-Regulation

- o Barkley – Manage self to attain a goal. Involves:

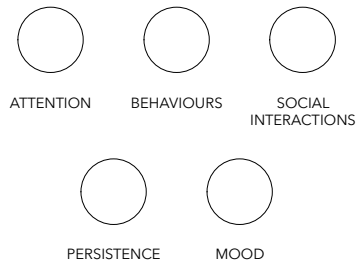
Any action
kids direct
themselves to

Create change
in their
behaviour

Change the
likelihood of
future
consequence/
attain goal

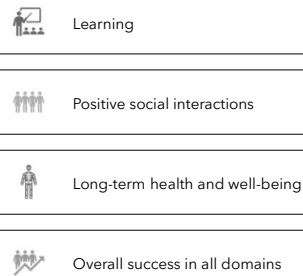
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Self-regulation
affects:

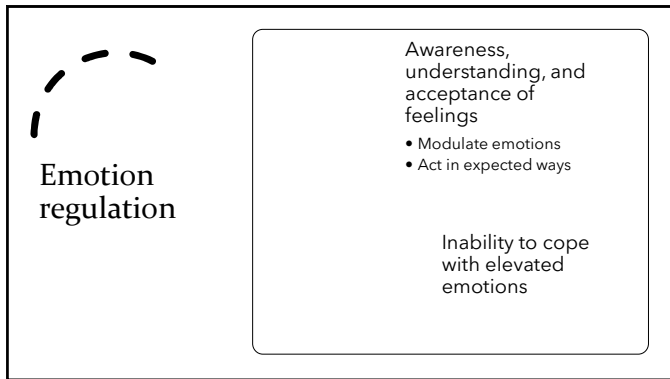


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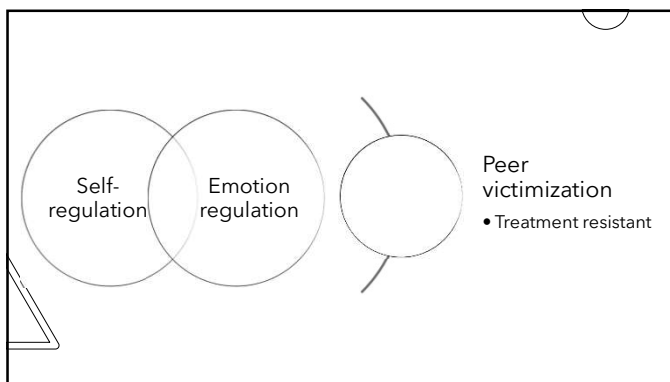
Self-regulation
important for:



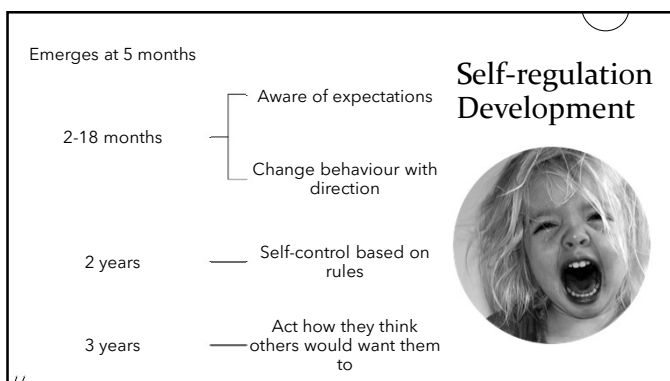
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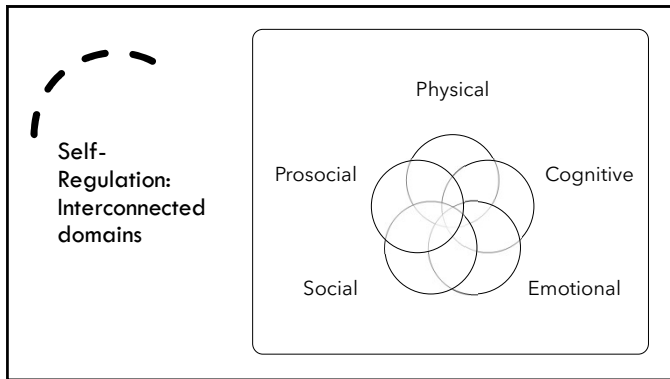
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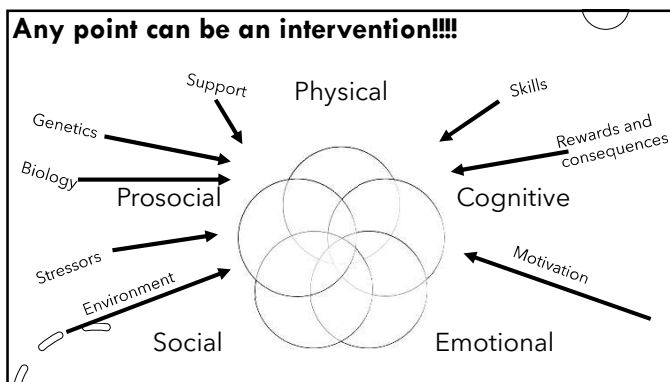
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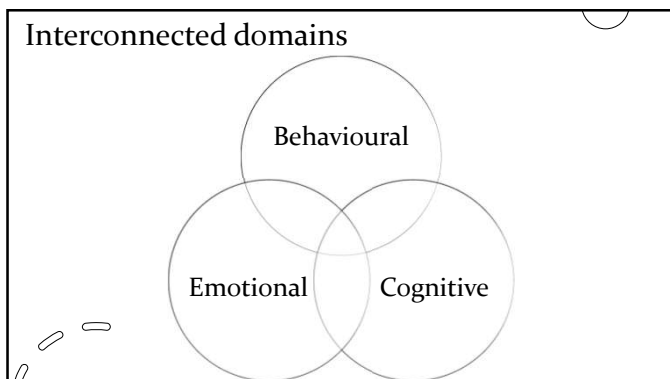
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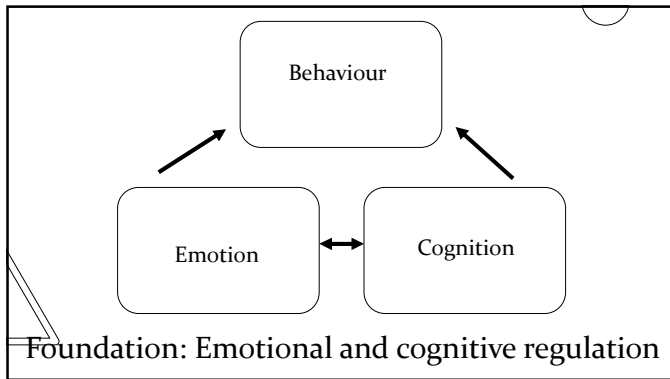
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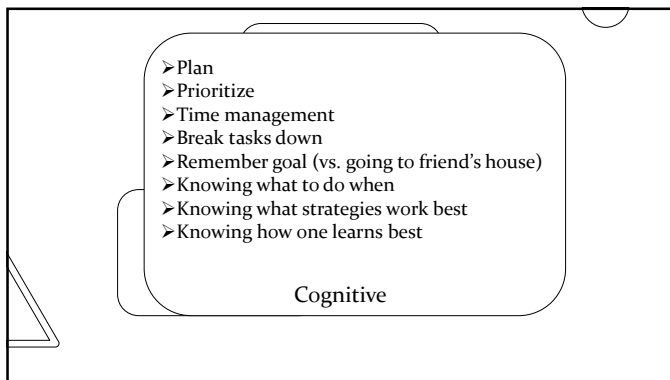
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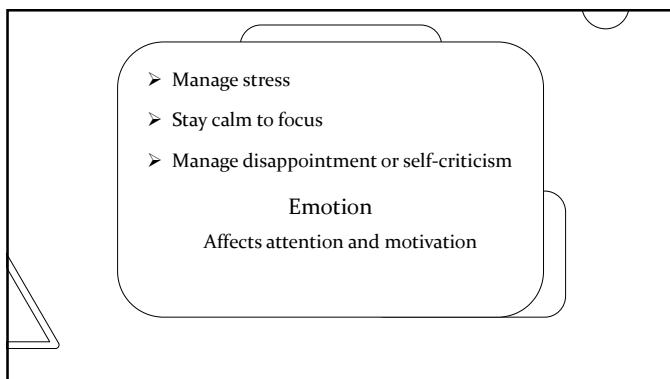
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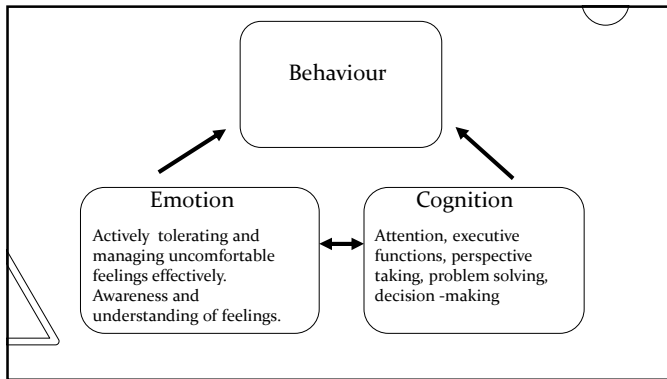
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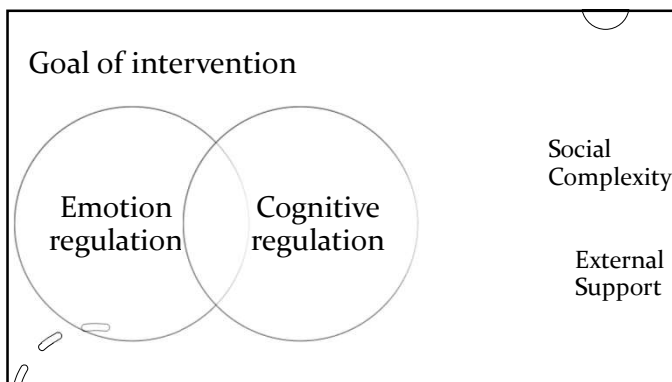
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19



20

Self-regulation Difficulties



- Subjective reactions to events
- Difficulty covertly emoting and motivating themselves
- Difficulty with delayed gratification
- Difficulty with perseverance
- Sensory sensitivities
- Day dreaming
- Tired easily
- Poor attention and easily distracted
- Poor motor skills
- Poor sleep
- Picky eater
- Hygiene tasks distressing
- Seek movement/pressure
- Poor social communication
- Rigidities
- Immature & social difficulties
- Emotional roller coaster

21

Self-regulation Development

- Consider, kids with ADHD:
 - Low CONFIDENCE to regulate emotions
 - Limited knowledge and clarity about emotions
 - Poor goal-directed behaviour when upset



22

Warning!

Avoid too much emphasis on the individual child.

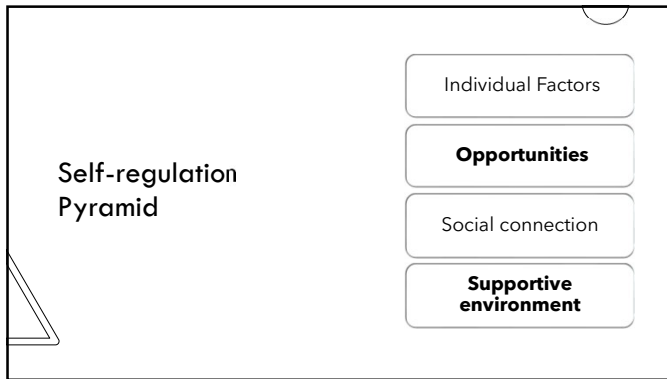


23

Self-regulation Building Blocks

Behaviour	Sensory Processing	Emotion development
Attention	Executive functions	Planning and sequencing
Receptive language	Social skills	Working memory

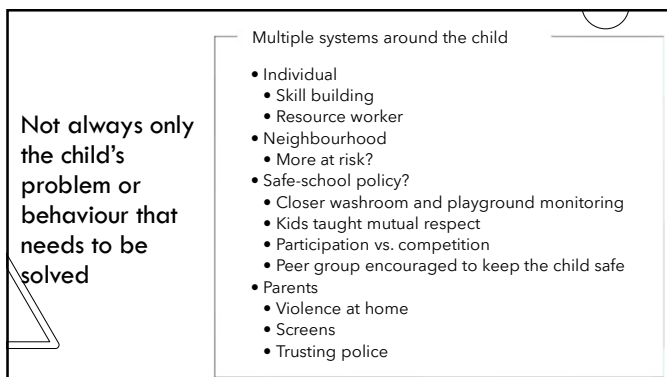
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Experiences

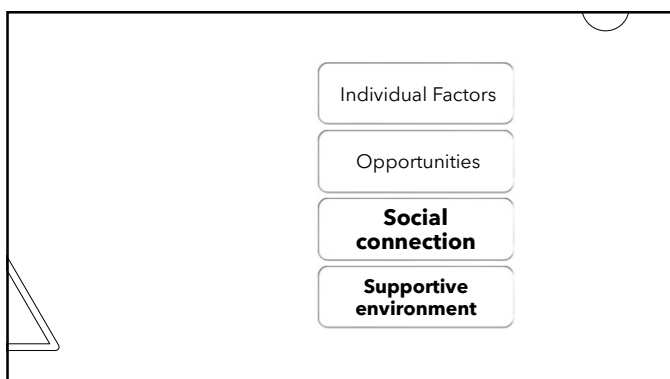
- Brain is changed through the EXPERIENCES we are exposed to.
- The right *experiences* build self-regulation
 - We need to provide the right experiences
 - We need to provide the right environments



28



29




30



31


Self-regulation is a process

- Multiple systems must be in place for success to occur
 - Building child, family, and community's capacity to cope
 - **Motivate kids to change behaviour by changing their environment and creating opportunities for them to succeed**



32

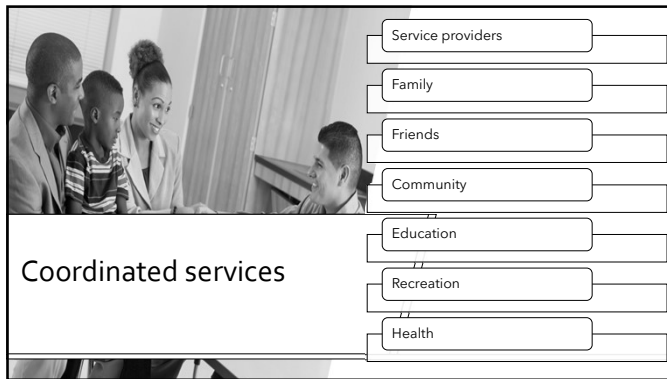
Keys for success



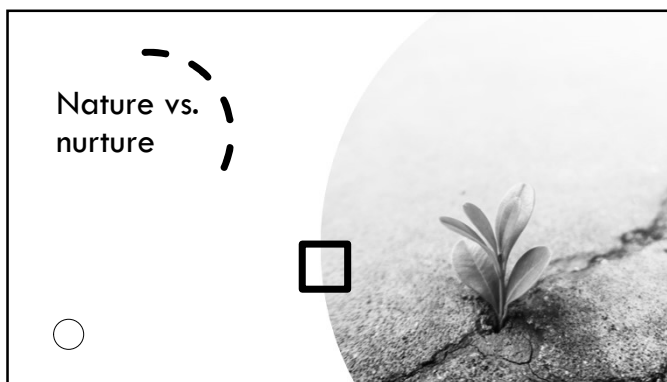
Social Connections!

Maintain balance to help them cope effectively

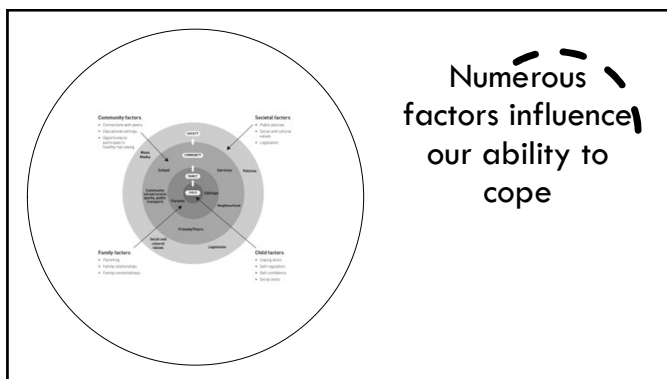
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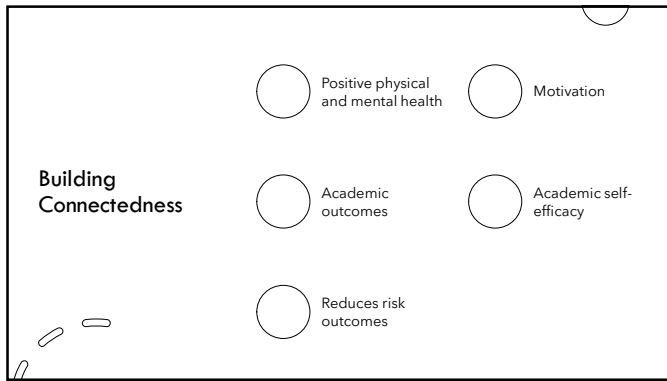
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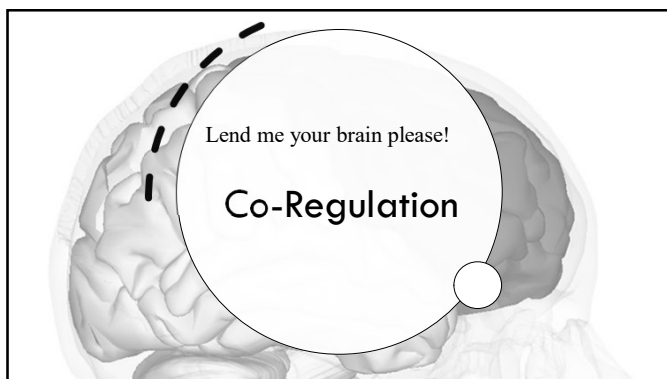
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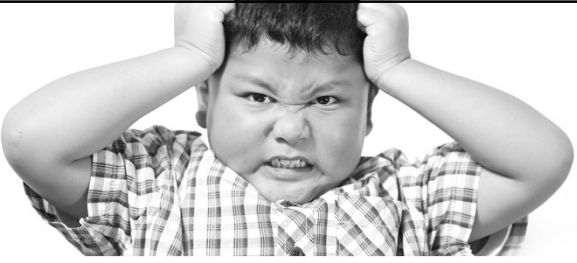
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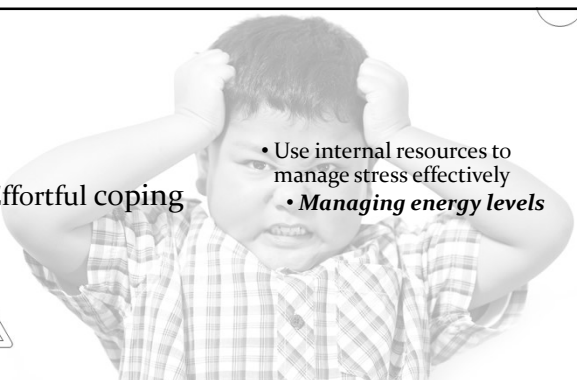


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Effortful coping Kids need to:
Remember rules + anticipate consequences...
...to make positive choices about what to do next

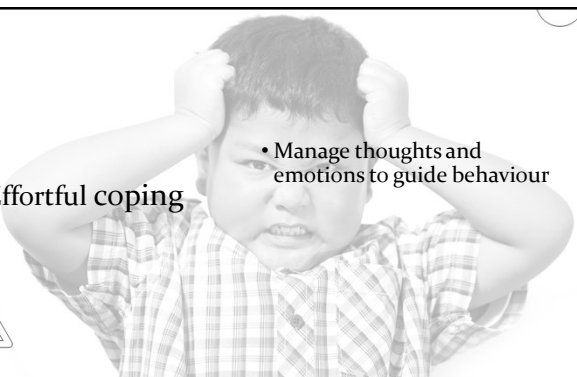
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Effortful coping

- Use internal resources to manage stress effectively
- **Managing energy levels**

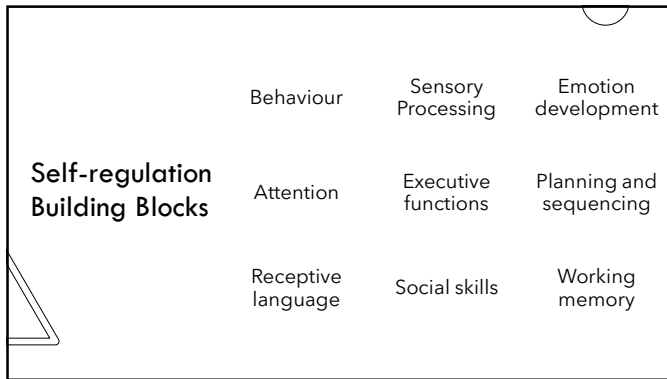
41



Effortful coping

- Manage thoughts and emotions to guide behaviour

42




43

Think about Prerequisites!

Internal self-talk to guide behaviour

- Important to think before acting, remember rules and consider consequences
- Able to:
 - Look backward or forward
 - Mentally manipulate/visualize events
 - Imitate complex behaviours



44

Barriers to independence



- Might possess skills but unable to execute them
- Often unaware they are off task/engaging in problematic behaviours
- Regulating attention difficult because depends on external contingencies

45

BUT

- Emotion can guide behaviour in helpful or unhelpful ways
- Strong emotions limit flexibility and perspective taking
 - Emotions guide behaviour to hit the peer who bumped into them
 - Choose video game over homework
 - Avoidant behaviours



46

98% experience **significant** stress levels

Kids with EF difficulties experience much more severe and frequent stress that is more difficult to manage than typically developing peers.



47



Kids are stressed!

48

Self-Regulation & Stress

Hidden
stressors

Positive
stress

Obvious
stressors

Burns
energy/
resources

Negative
stress

49



Positive stress

Improve alertness
Sustain attention
Do our best
Persevere
Energizing



Negative stress

Physical symptoms
Sleep disturbance
Low mood
Anxiety
Skin conditions

50

Keys to success: Co-regulation



Scaffolding support



**Nurturing & maintaining
emotional balance**



Coaching and modelling



Effective adult role to help kids
understand and adjust their
thoughts, feelings, and
behaviours. Help maintain
balance.

51

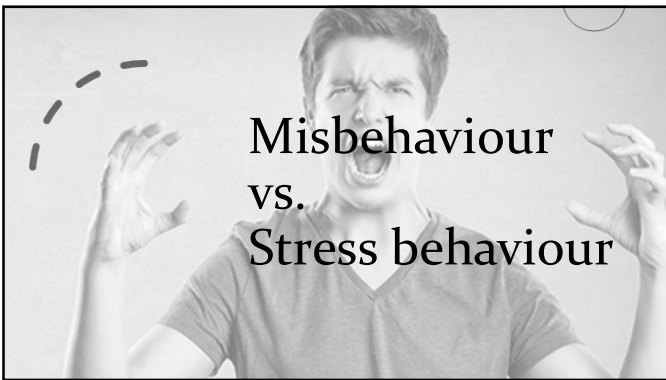
Recognize Stress: Play detective



- Why is this behaviour happening?
What is going on for the child?
Why now?
- Hiding under the desk
- Running away
- Becoming aggressive

52

Misbehaviour vs. Stress behaviour



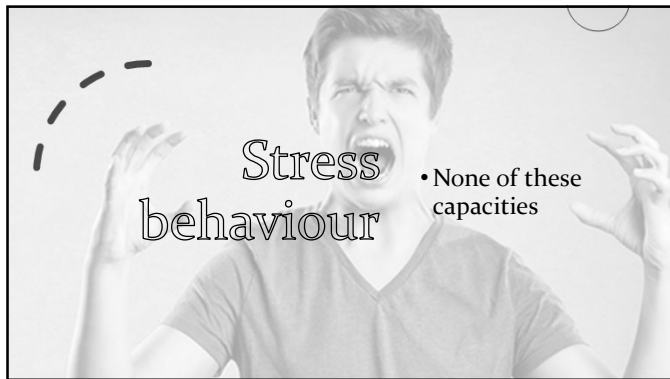
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Misbehaviour

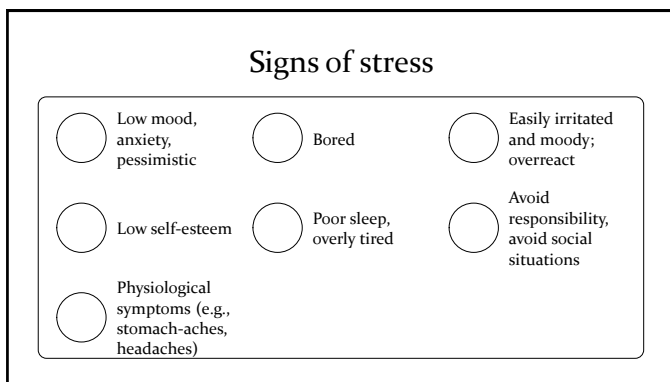
- Aware of behaviour and rules
- Within their capacity to act differently



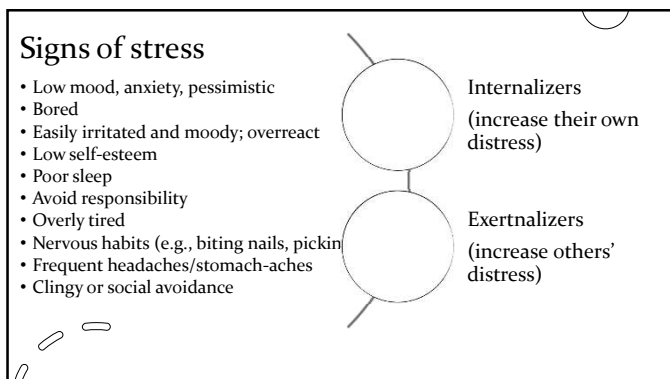
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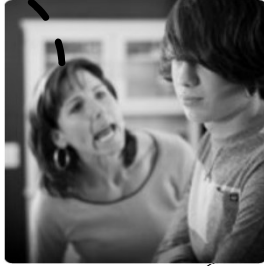
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57

Recognize Stress: Play detective

- Why is this behaviour happening? What is going on for the child? Why now?
 - Hiding under the desk
 - Running away
 - Becoming aggressive
- What is going on for me?
 - Am I being patient? Warm? Responsive?
 - CO-REGULATION critical!!!



58

Adult stress

Perceptions of the child

Interactions

59

Parent emotion-related behaviours

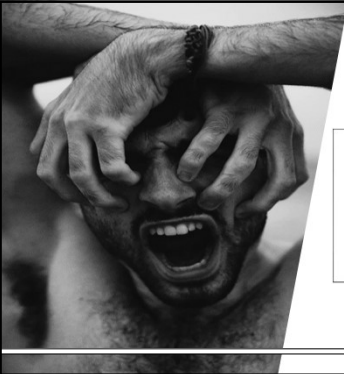
Adaptive child emotion outcomes

Safe environment
Supports
Validates
Perspective taking
Own emotion regulation

Criticizing
Minimizing
Punishing
Own emotion dysregulation

Child emotion dysregulation

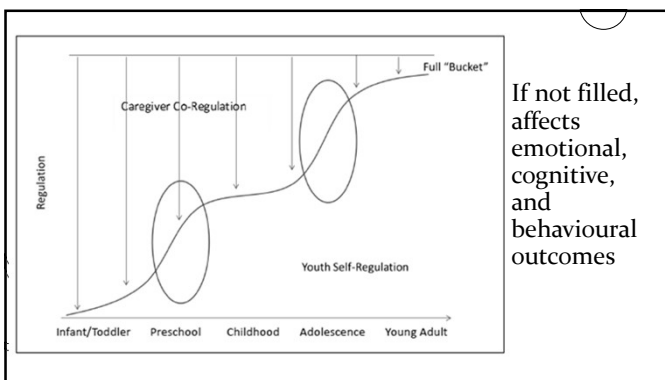
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Adults co-regulation and emotion control

- Avoid passing own stress on to kids!!!

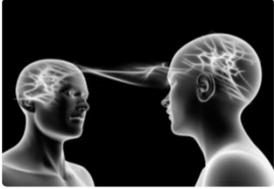
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62

Use mirror neurons

Brain can't tell the difference



43

63

Show
confidence =
FEEL confidence



64

Being Helpful

- Connection
- Flexible
- Show vulnerability
 - Model effective coping
 - Seek and receive help
 - Recognize own unhelpful thoughts and behaviours
 - Self-care (even breathing regularly)

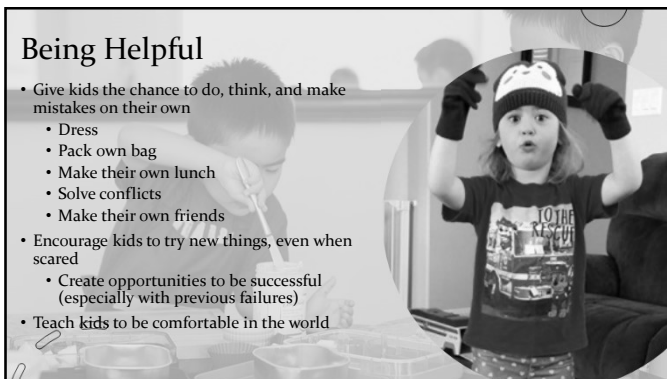


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Being Helpful

- Give kids the chance to do, think, and make mistakes on their own
 - Dress
 - Pack own bag
 - Make their own lunch
 - Solve conflicts
 - Make their own friends
- Encourage kids to try new things, even when scared
 - Create opportunities to be successful (especially with previous failures)
- Teach kids to be comfortable in the world



66

Self-regulation looks like:

- Preschool-aged (3-5)**
 - Brief attention. Use rules and strategies to guide behaviour. Delay gratification for longer. Perspective taking and empathy. Language begins to control emotional responses.
- Middle Childhood (6-10)**
 - Internal speech to guide behaviour. More flexible. Increased attention. Manage emotions and social problem solving.
- Early Adolescence (11-14)**
 - Increased focus, self-monitoring, and task completion. Strategies to manage distress. Reward-seeking. Poor decisions in the moment.

67

Co-regulation Supports


- Preschool-aged (3-5)**
 - Model, prompt, and reinforce self-calming strategies.
 - Teach and coach using words to express emotions and problem solving.
 - Coach rule-following.
 - Self-regulation supported through external consequences.

68

Preschool co-regulation considerations

- Emotion regulation largely influenced by child-adult relationship
 - Taught through direct instruction, modelling and coaching
 - Providing labels for observed emotions
 - Modelling appropriate calming (e.g., self-talk)
 - Prompt and reinforce child following the same process

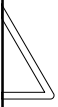
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Role of language

- Receptive and expressive skills related to executive functions and impulse control
 - Parent verbal skills also predictive of impulse control
- Language also important in learning strategies for self-regulation
 - Explain rules and talk through problems
 - Learn rationale for behaviours
 - Interpersonal communication
 - Negotiate adult demands and peer conflict
 - Verbal self-instruction to internal speech and later thoughts
 - Label emotions helps appraise their experience and how to react

70







Co-regulation Supports

Middle Childhood (6-10)

- Teach problem-solving.
- Model conflict resolution. Provide time and space to manage emotions.
- Model, prompt, and reinforce developing skills.
- Encourage independence in task completion with external consequences as needed.

71

Middle childhood co-regulation considerations

 <p>Not a lot of growth BUT still an important time for skill development for those with lagging skills</p>	 <p>Internal speech and reflecting on one's own thinking critical.</p> <p>Recognize thoughts to modify them</p> <p>Increase self-awareness of on behaviour</p> <ul style="list-style-type: none"> Attention, flexibility, controlling impulses and emotions 	 <p>Need to understand and respond to others appropriately. Social problem-solving.</p>	 <p>Self-regulation becoming more independent</p> <p>Co-regulation still important (manage difficult feelings, problem-solve social situations, and learn executive skills)</p> <p>More space to make decisions and self-monitor within structure and consequences</p>
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72

Co-regulation Supports

Early Adolescence (11-14)

- Monitor task completion, coach EF skills, collaboratively problem solve, coach healthy stress management, encourage decision-making when less emotional, review goals, set limits to reduce reward-seeking behaviours, reduce emotional intensity of situations exceeding coping skills

73

Early adolescence co-regulation considerations

More reactive to stress

- Increase in reward sensitivity and sensation seeking
- Stronger than cognitive regulation
- Low impulse control
- Peer context increases risky behaviours
- Reduced avoidance behaviours
- Experimentation and novelty

= Self-regulation is out of balance

More vulnerable to anxiety, depression, and risk behaviours

74

Remember Spoon Theory

Drains limited resource pool

Get dressed

Be nice to your sister

Pack your backpack

If not done: no computer later

75

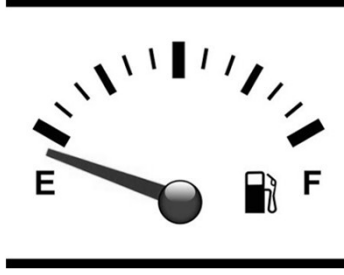
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Energy Depletion

Problematic when stress exceeds their resources

- Happens when:
 - Not buffered
 - Lack of skills


Will do anything to get adrenaline rush



76

Remember: They need help!

If stress is too overwhelming, kids can't self-regulate on their own. Reserve and replenish their resources as much as possible!



77

Quick replenishment of resource pool

Routine exercise
10 minute breaks during strenuous activities

Relax/meditate for 5+ min. after strenuous activity

Visualize rewards as working

Small rewards throughout tasks


Self-talk before and during tasks

Glucose rich drinks


Practice!

78


Tending to ourselves




Self-care brings wholeness - we can trust and feel connection and fulfillment to our students.



Can only connect and support our students as much as we can connect and support ourselves.



Better able to demonstrate patience, understanding, and empathy unconditionally.



Appreciation for our own humanity = appreciation of theirs.

79



Learning to **self-regulate** and cope is still important!

80

Individual Factors

Opportunities

Social connection

Supportive environment

81

From Co-regulation to self-regulation

Recognize stress

- Child, routines, function of behaviour

Identify stressors

- Positive emotions too
- If possible, reduce stressors

Build awareness

- Stress vs. calm

Teach skills

- Build independence

82

Developing SR

• Continuous development

- Affected by:
 - Environmental expectations
 - Teaching
 - Experience



83


Self-Regulation

Often unaware they are off task/engaging
in problematic behaviours




84


Teaching
Self-Regulation
& Kids with
ADHD:



Teach them to identify expectations, define steps, strategies and self-assessing outcomes




Teach them to be active interpreters of information & meaning make



Teach them to collaboratively problem solve & select goals

85



Remember key considerations

- Self-awareness and empowerment critical
 - Neuropsychology of their brain
 - Effort & motivation
 - Practice makes perfect
 - Externalization to manage feedback

86

Teaching
Self-Regulation
& Kids with
ADHD

Teach them to identify expectations, define steps, strategies and self-assessing outcomes

Teach them to be active interpreters of information & meaning make

Teach them to collaboratively problem solve & select goals

87

Raising awareness & teaching skills

Of behaviour

Of strategies and how to apply them

- Focused attention and support across contexts
- Less self-directed kids need:
 - Intense intervention
 - Hands-on experience
 - Concrete representations
 - Step-by-step support


88

Self-Regulation & Kids with ADHD:

- Self-evaluate behaviour (may be difficult)
- Offer feedback on behaviour
- External check-ins

} Old ways

Use experience to scale situations



89

Bump Scale



1 Brush	2 Touch	3 Poke	4 Lean	5 Squeeze	6 Elbow	7 Push	8 Hit	9 Push down	10 Punch
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90

90

Difficulty scale

Easy

Hard



What is easy that makes it 9 (and not 10)? What can I already do?

What can I do to bring this down to 7 or 8?

91

91

Want to scale

Hate it

Love it



What do you like that makes it 3 (and not 1)?

What can I do to bring this up to 4? 7 or 8?

92

92

Fair does not
mean equal

Equality

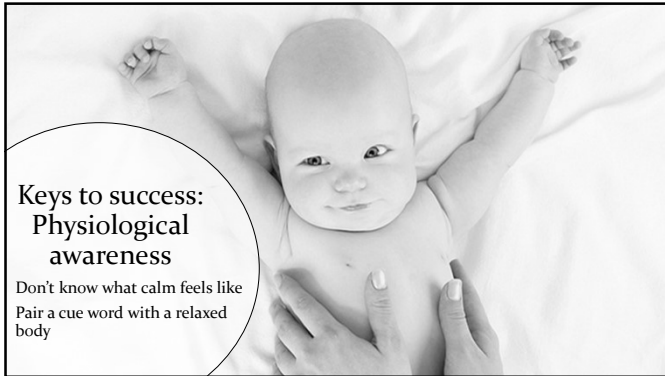
- Same right to see the board

Equity

- Far-sighted kids don't get glasses; near-sighted do

93


93



**Keys to success:
Physiological
awareness**

Don't know what calm feels like
Pair a cue word with a relaxed
body

94



Skill Development

- Verbal meditation skills (mastering DMN)
- Build vocabulary and language (effective communication)
- Effective problem solving skills

95



**Teach:
How to Master
the DMN**

96

**Teach:
Effective
Communication**

Practice Active Listening	Show interest Practice empathy, perspective taking, and summarizing
Conversation as communication	Discuss everyday topics Expand when kids do talk Use strengths and interests
Collaborative problem solving	Briefly identify the problem Listen and summarize Brainstorm Create and evaluate a plan

97

Expressing Feelings Adaptively

Kids need to:


- Know all feelings are ok and important
- Know why they need to label feelings
 - To make sense of them
 - How they guide us
- Label feelings effectively
- Be comfortable talking about feelings
- Know that their feelings matter
- Know/figure out what to do next



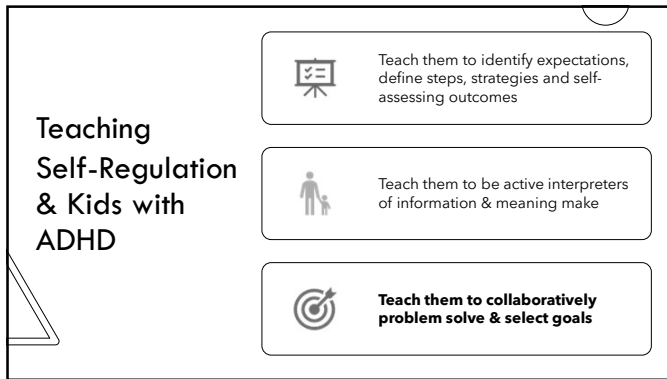
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Conflict resolution


- When calm!
- Key skills to practice:
 - Understanding other's perspectives
 - Taking responsibility for actions
 - Structured practice





99



Teaching Self-Regulation & Kids with ADHD

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Teach them to identify expectations, define steps, strategies and self-assessing outcomes
- 

Teach them to be active interpreters of information & meaning make
- 

Teach them to collaboratively problem solve & select goals

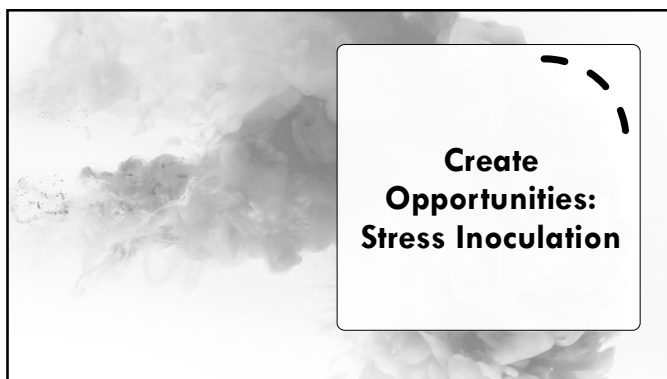
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Self-Regulation: Collaboratively problem solve & select goals

- Understand strengths, challenges, and areas to work on
- Get buy-in!
 - Introduce in a positive way
- Need kids to practice managing stressors and emotions effectively
 - Exposure with a focus on success
 - within tolerance window at first

101

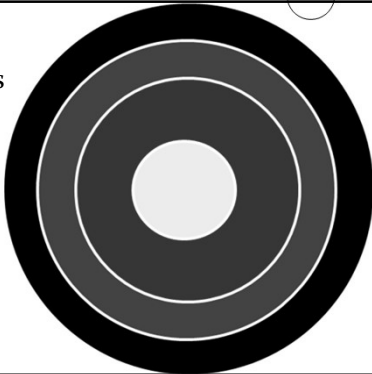


Create Opportunities: Stress Inoculation

102

Practice to build awareness of emotions

Not being first in line
Losing a game
Winning a prize
Getting a prize
iPad unavailable



103

Problem solving

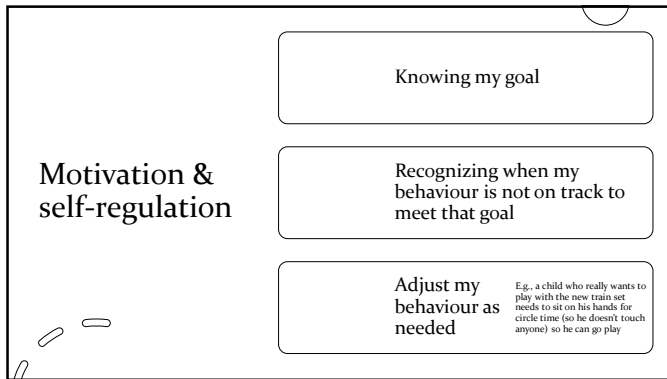
- No solving problems for them! Kids need to experience discomfort so they can work through it
 - No lectures or explaining!
 - Give lots of opportunities to figure out what works and what doesn't
- Collaboration
 - Brainstorm ideas and create a plan
 - Pros/cons
- Break into parts
 - Good, bad, neutral
- Self-talk
 - Scaffold language
 - What would Do?
 - What worked before?

104

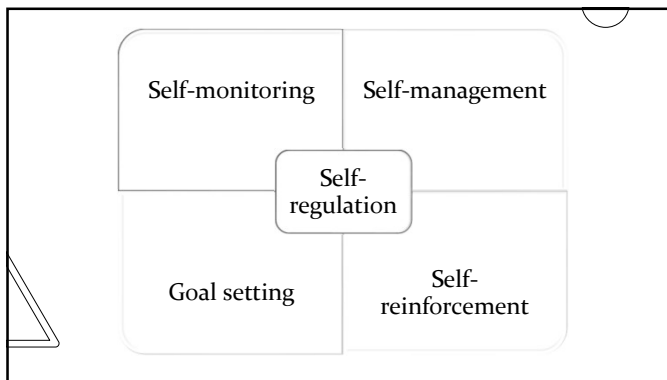
My Predictometer says this will happen...	But this is what really happened...
Coach will not start me as goalie because he thinks I'm a bad player	He started me! He even said I was making great improvements and he will start me next game.
My teacher will yell at me for making a mistake	She didn't even notice!
My friends won't want to include me at recess because I answered the question wrong	Of course they included me. We didn't even talk about school stuff- we played capture the flag instead
The kids at the family camp won't want to play with me	I made a few new friends and one of them, we're gonna be text-buddies coz she lives a few hours away from me

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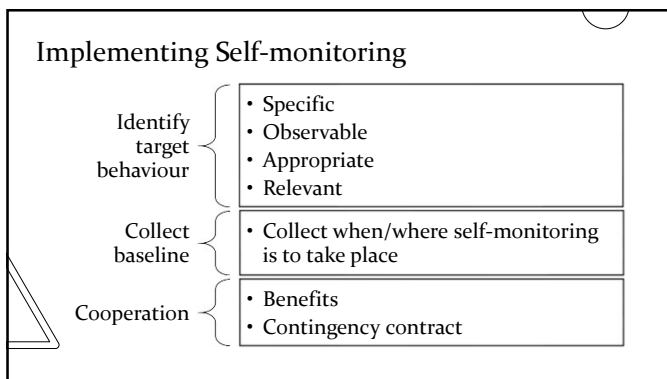
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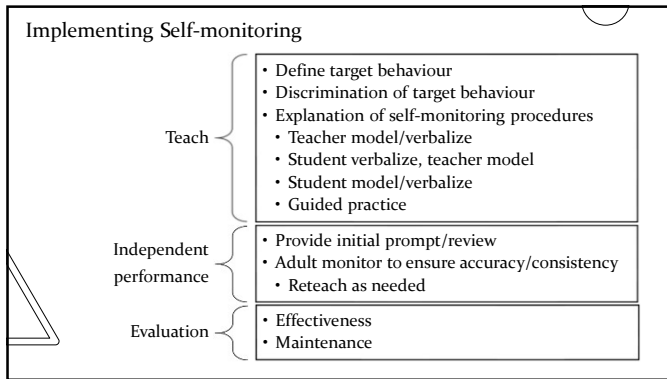
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107



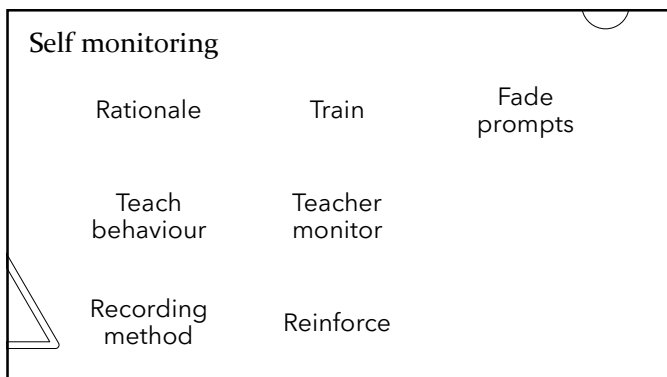
108



109



110



111

Self Monitoring

- Assess whether a target behaviour has occurred

SMA

- Assess paying attention



Was I Paying Attention?

- Sitting in my seat
- Facing the teacher
- Doing my work

Yes	No


SMP

- Assess performance

112

Keys to success: Self-efficacy

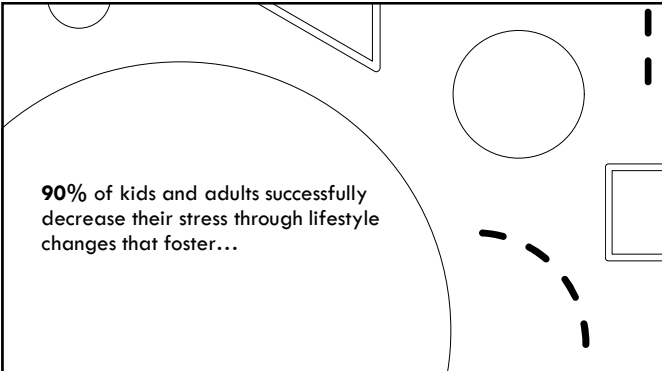


I believe I can (cognitive)

I have a plan and going to do my best (behaviour)

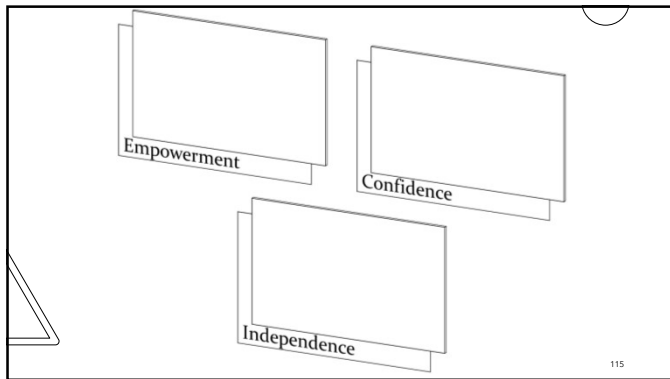
I feel good about trying (emotions)

113

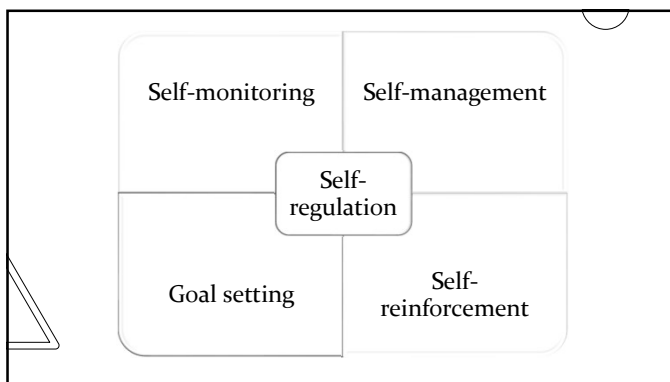


90% of kids and adults successfully decrease their stress through lifestyle changes that foster...

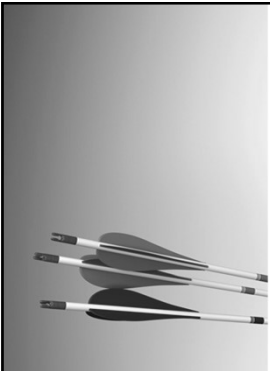
114



115



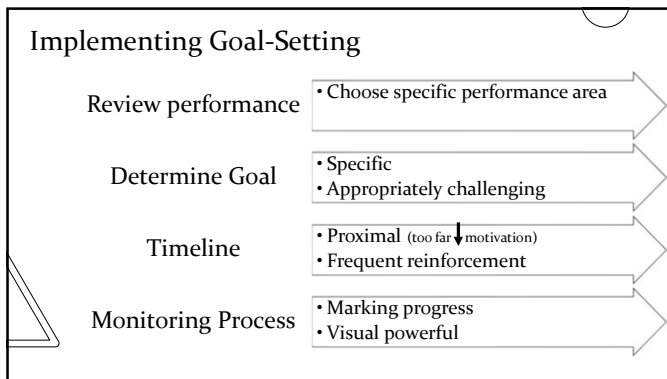
116



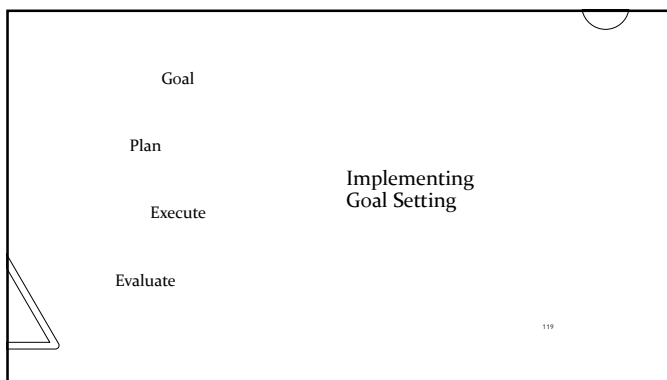
Goal-Setting

- Important for providing a target, how to get there, information on progress and motivation
- Problems with goal- related behaviours are common
 - May be unaware of the goal associated with a task
 - May have difficulty maintaining goals in working memory
 - May set maladaptive goals that can serve to inhibit performance

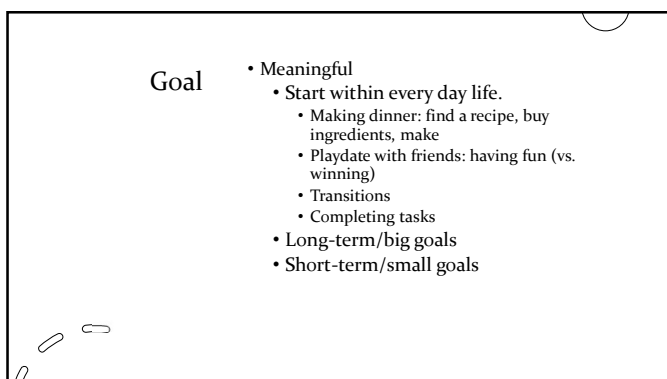
117



118



119



120

Plan

- Collaborate if possible
- Make it motivating/ensure buy-in
- Step-by-step
 - Feasible and perceivably doable
 - Identify barriers
 - Consistent language/scripts
 - Make back-up plans

121

Execute

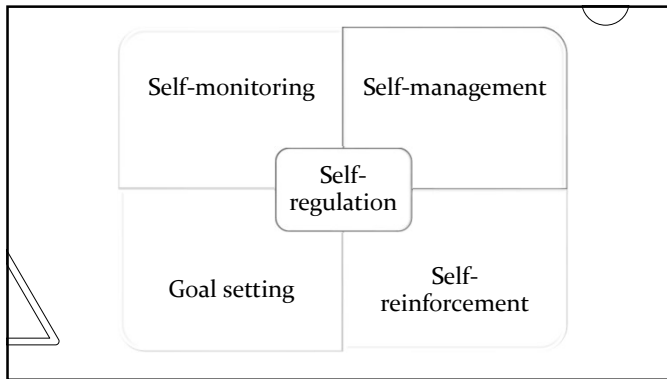
- Include visual supports
- Establish timeline
- Incentives

122

Evaluate

- How did it go?
- What worked? What didn't?
- What needs adjusting?

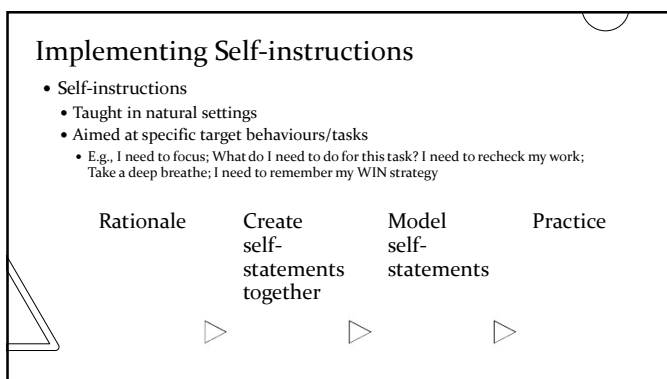
123



124



125



126


Self-Regulation & Self-talk

- Need to internalize self-talk through experience
- Self-talk:
 - If-then
 - Will only take a few minutes
 - "Just do it"
 - Maybe it'll be fun
- Strategies
 - Enlist help
 - Music
 - Make predictions

127

Self-regulation & self-talk


- As they do/complete the task: create an episodic memory
 - What was the best part?
 - How did I come up with the idea?
 - How did I get through the hard part?
 - How did I achieve this?



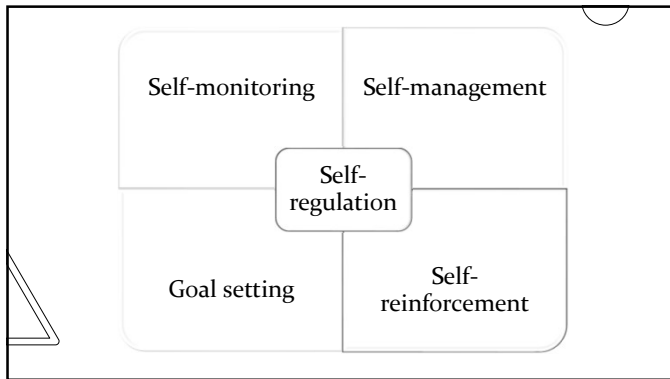
128

Self-Regulation & Self-Talk

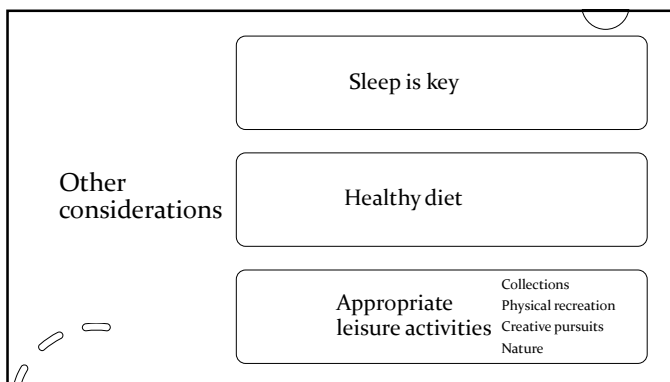
- How will you know when you are done?
- How will you keep going if it gets hard?
 - *If you are tired?*
- What will this look like?
- How long will it take?
 - *How long did it take?*
- How long did it take last time?
- How do you know what you need?
- How do you know where to start?
- How did you know how to do that?
- What would you do the same way?
- Differently?
- Did this meet your prediction of difficulty?



129



130



131

Exercise!!!

- **Strengthens the brain**
- **Chemicals calm brain during stress**
- **Stress chemicals released to help stressed out system recover efficiently**

132

Thank You!

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