

RESPONSIVE AND PROACTIVE SELF- REGULATION: TEACHING THE LANGUAGE OF PROBLEM SOLVING

MSLHA Collaboration

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Quote for Reflection



'Although it may sound like something internal to an individual, self-regulation develops through interaction with caregivers such as parents, teachers, coaches, and other mentors. Further, self-regulation development is dependent on predictable, responsive, and supportive environments. Because caregivers are vital to self-regulation development, teaching adults in caregiving roles to promote self-regulation can be powerful.'

Rosanbalm, K.D., & Murray, D.W. (2017). Caregiver Co-regulation Across Development: A Practice Brief. OPRE Brief #2017-80. Washington, DC: Office of Planning, Research, and Evaluation, Administration for Children and Families, US. Department of Health and Human Services.



Intended outcomes from this afternoon:



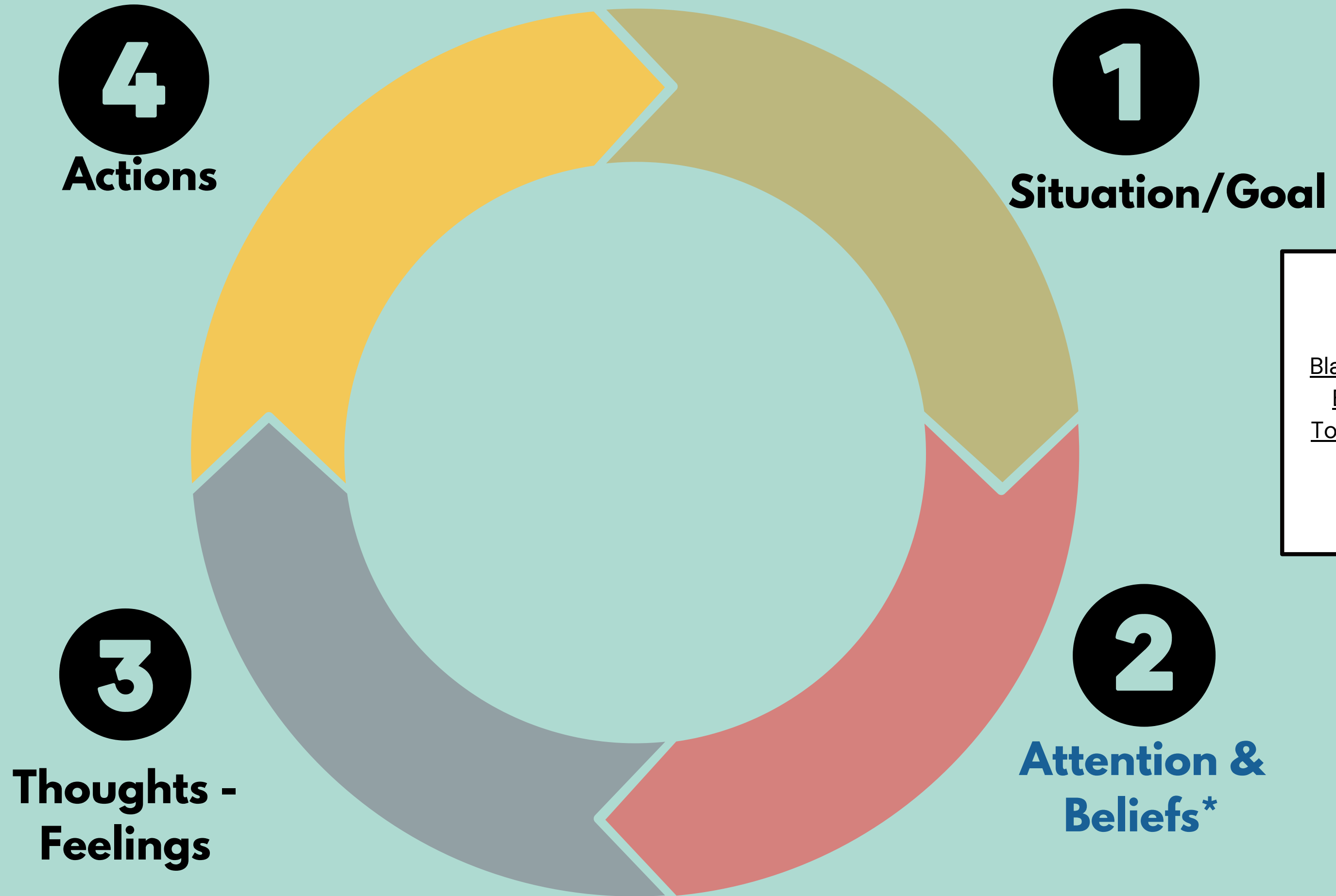
- Analyze self-regulation from a developmental lens, to understand and assess neuroinclusive strategies to use for all students.
- Describe the connection between self-regulation and executive functions and what it means for our students, as well as detailing shifts in observed skill development for elementary age students.
- Describe responsive and proactive regulation skills, with a focus on gradual release of responsibility for proactive regulation skill development including:
 - Teaching kids to 'become their own coach' through skill development and practice
 - Teaching & planning for the strategies for the skills of planning/prioritization, organization, flexibility, and metacognition.
 - Using problem solving language as an anchor

WHAT IS SELF-REGULATION?

SELF-REGULATION

THE PLACE TO START

- HOW DO YOU DEFINE SELF REGULATION?
- HOW IS THIS AREA SUPPORTED/PRIORITIZED IN THE DAY TO DAY?



Blair & Diamond, 2008;
Blair & Raver (2011).
Tominey & McClelland,
2011

Domains of Self-Regulation

Emotional Self-Regulation

- Managing strong & unpleasant feelings
- Awareness & understanding of feelings
- Self calming

Cognitive Self-Regulation

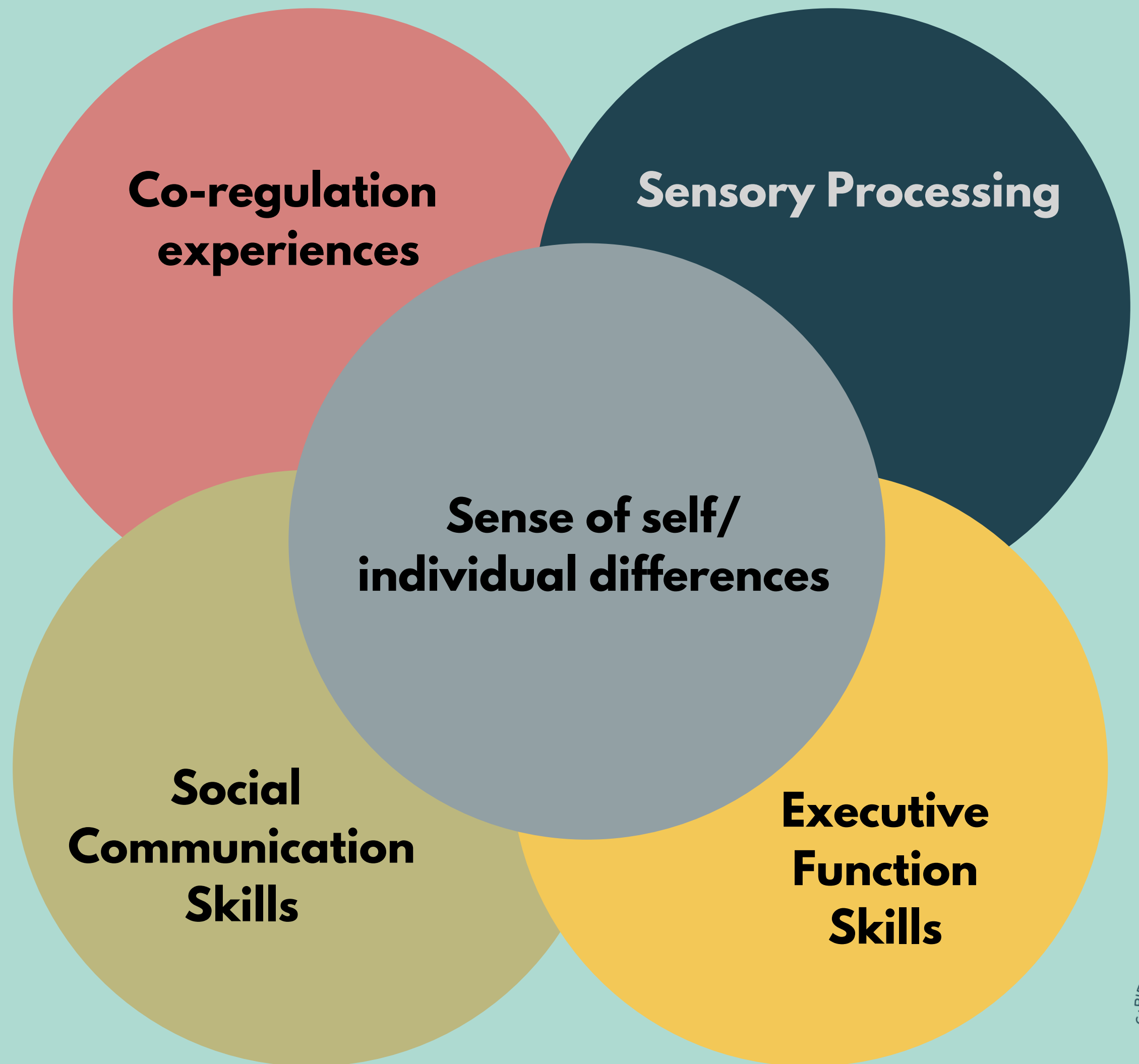
- Executive Function skills
- Self Monitoring
- Goal setting
- **Problem Solving**
- Perspective Taking

Behavioral Self-Regulation

- Following rules
- Delay of gratification
- Enactment of coping
- Delayed gratification

The heart of
self-reg work
(*'effortful
coping'*)

**Model of self-
regulation
skill
development
(Kent, 2023)**



'TYPICAL' SELF- REGULATION DEV'T



In infancy:

- Shifting attention or averting gaze when overwhelmed
- Self-soothing by sucking fingers or a pacifier to reduce distress

In toddlerhood:

- Focusing attention for short periods
- Adjusting behavior to achieve goals
- Beginning to label feelings
- Briefly delaying gratification
- Turning to adults for help with strong feelings

In preschool-aged children:

- Recognizing a growing array of feelings in self and others
- Identifying solutions to simple problems
- With support, using strategies like deep breaths and self-talk to calm down
- Focusing attention and persisting on difficult tasks for increased lengths of time
- Perspective-taking and early empathy



In elementary school

- Use of self-talk to control behavior
- Cognitive flexibility/problem-solving
- Attentional control/sustained focus
- Increased delay of gratification
- Managing emotion “in the moment”
- Goals and behavior guided by empathy and concern for others
- Organization of behavior to achieve goals
- Completion of larger and more complex tasks



In middle school:

- Completing longer and more complex tasks
- Self-monitoring
- Planning, prioritization, and time management to achieve goals
- Using strategies to manage stress
- Using health-promoting strategies to calm down when distressed
- Considering consequences before acting
- Making effective decisions “in the moment”
- Solving more complex problems independently
- Goals, behavior, and decisionmaking guided by empathy and concern for others

In high school:

- Goal setting and commitment
- Maintaining orientation toward the future
- Planning and organizing time and tasks to achieve goals
- Self-monitoring and self-reinforcement in pursuit of goals
- Effective decision-making in the context of strong emotion and peer influence
- Complex problem-solving considering consequences and others’ perspectives
- Recognizing and accepting emotions
- Tolerating distress
- Using healthy coping strategies to manage stress
- Using empathy and concern for others to guide goals and decisions

In young adulthood:

- Goal setting and commitment
- Maintaining orientation toward the future
- Planning and organizing time and tasks to achieve goals
- Self-monitoring and self-reinforcement in pursuit of goals
- Effective decision-making in the context of strong emotion and peer influence
- Complex problem-solving considering consequences and others' perspectives
- Recognizing and accepting emotions
- Tolerating distress
- Using healthy coping strategies to manage stress
- Using empathy and concern for others to guide goals and decisions

Murray, D.W. and Rosanbalm, K. (2017).

Self-Regulation Snap Shot #6: A Focus on Young Adults.

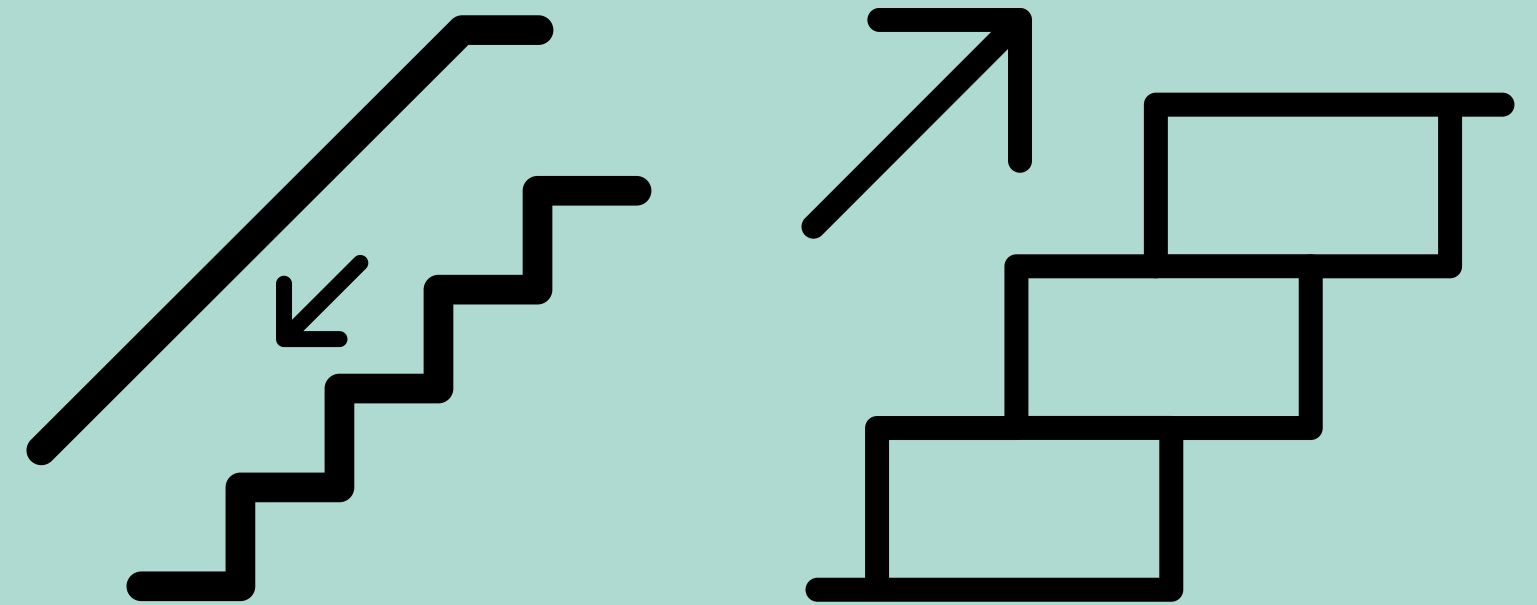
OPRE Report #2018-15, Washington, DC:

Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. This brief was funded by the Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human

Services under Contract Number HHSP23320095642WC/HHSP23337035T



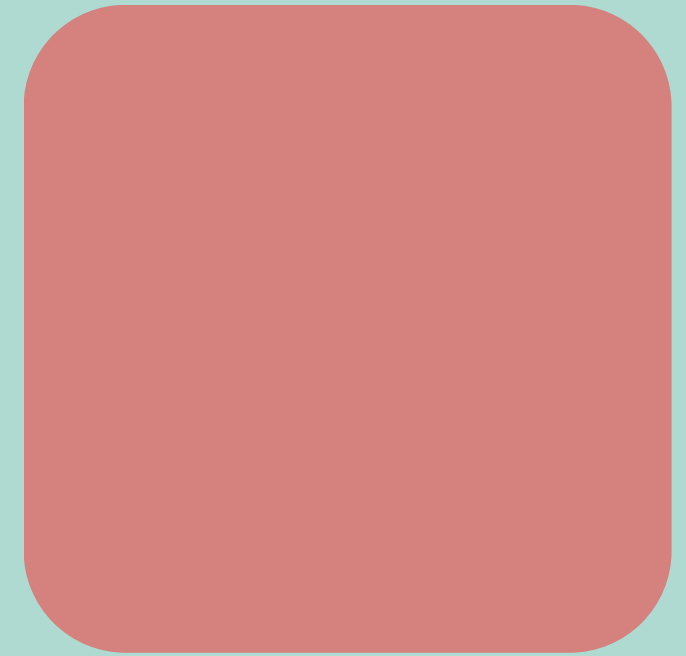
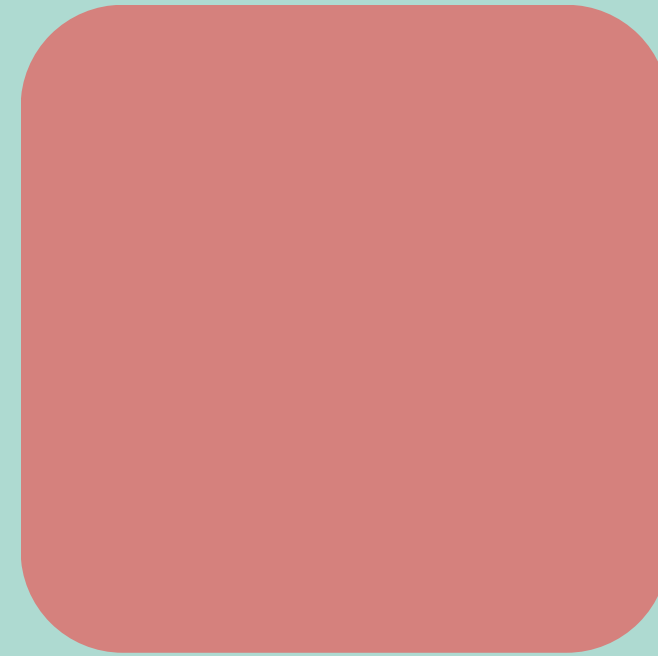
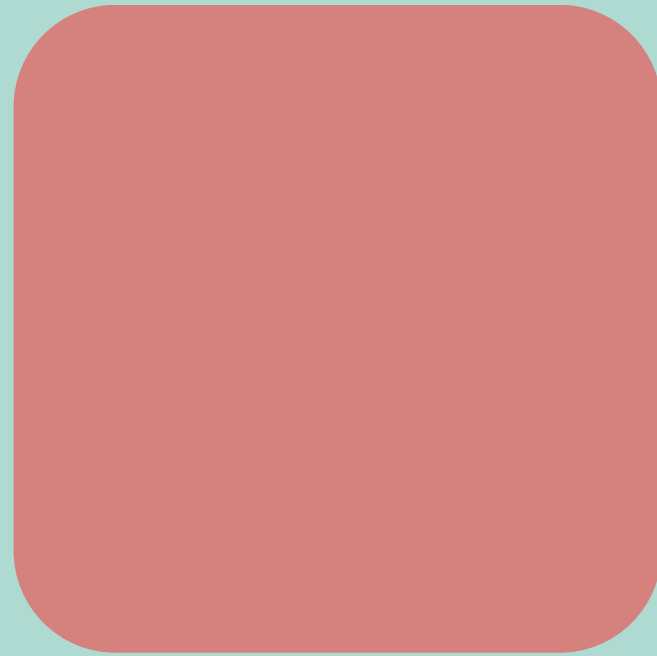
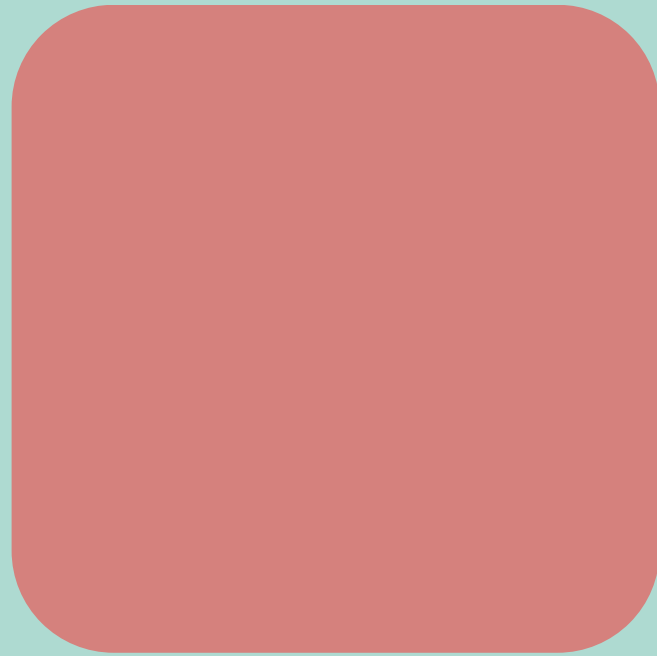
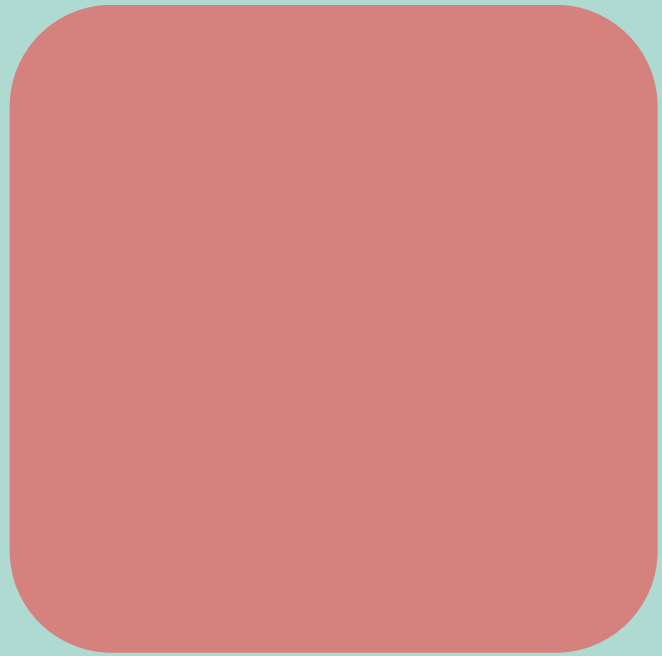
**IT'S
REALLY
ABOUT
THE
BRAIN...**



What is DYSregulation?

Engaging with stressors

(Shanker, 2017)





Delahooke, 2019

Greene, 2021

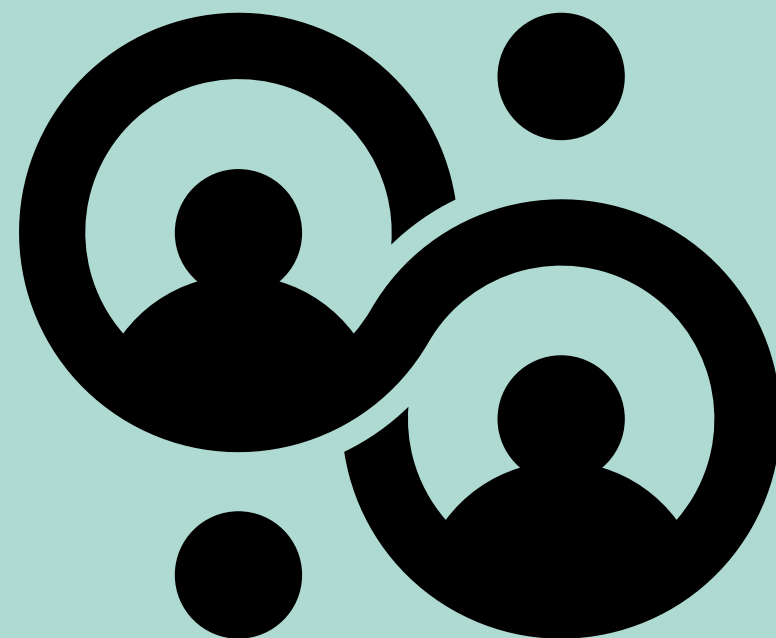


CO-REGULATION & ADULT RESPONSIBILITIES

CO-REGULATION

- ARE YOU TALKING ABOUT IT/
HOW ARE YOU DEFINING IT?
- MURRAY ET AL., 2019 →

Co-Regulation is the **warm & responsive process **between two humans** (in the developmental field, we talk about it as between caring adults and children, youth, or young adults) that **scaffolds & supports self-regulation development.****



TRIAD OF CO-REGULATION-ADULT RESPONSIBILITY

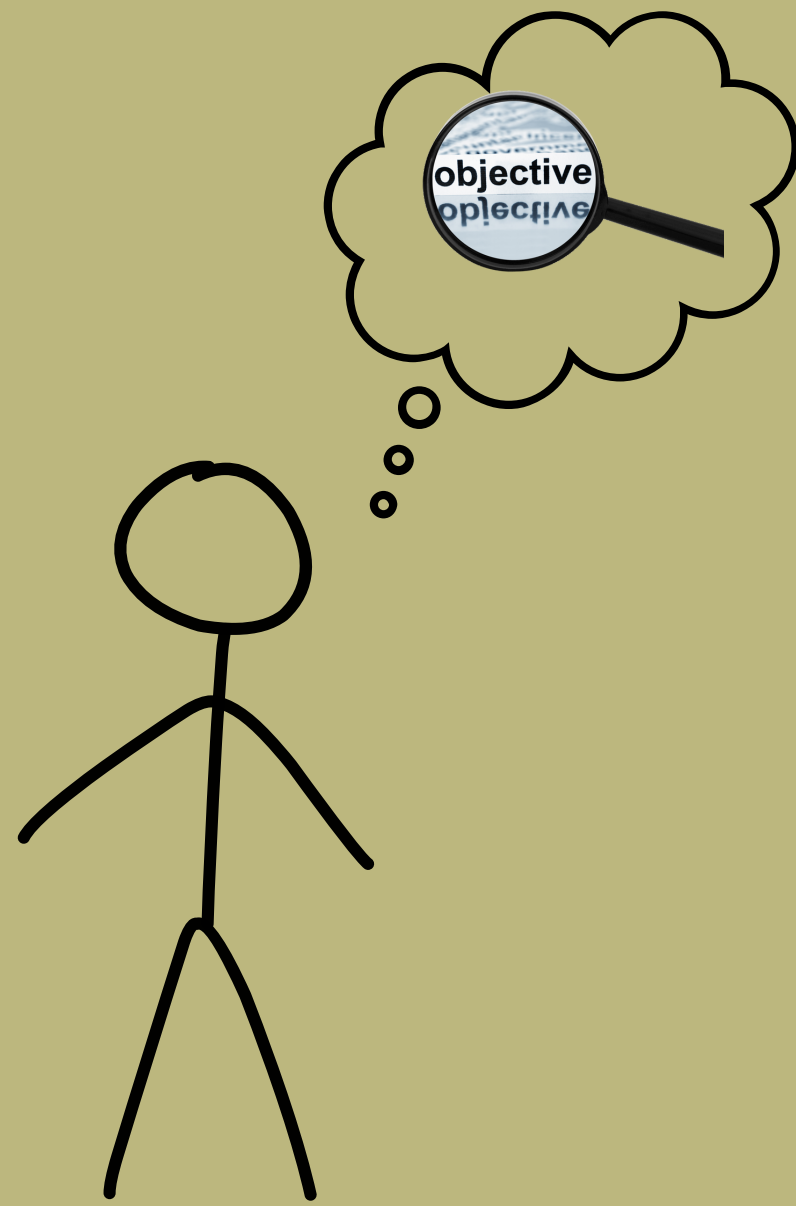


- 1) Attuned, Responsive Relationships**
- 2) Routines & Rhythms**
- 3) Teaching, Coaching & Modeling Self-regulation skills**

ADAPTED FROM ROSANBALM, K.D., & MURRAY, D.W. (2017). CAREGIVER CO-REGULATION ACROSS DEVELOPMENT: A PRACTICE BRIEF. OPRE BRIEF #2017-80. WASHINGTON, DC: OFFICE OF PLANNING, RESEARCH, AND EVALUATION, ADMINISTRATION FOR CHILDREN AND FAMILIES, US. DEPARTMENT OF HEALTH AND HUMAN SERVICES



TRIAD IN ACTION



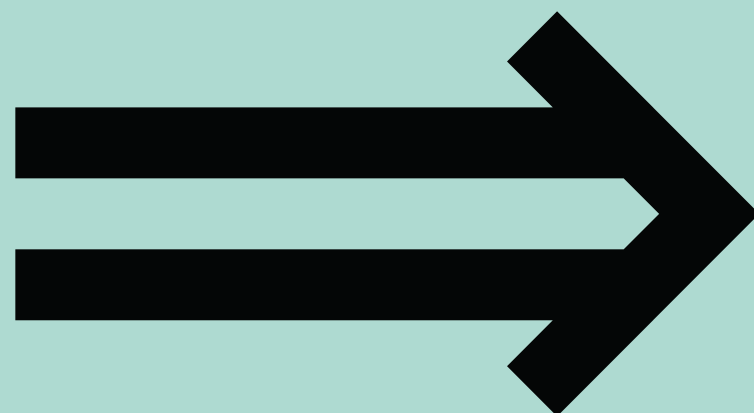
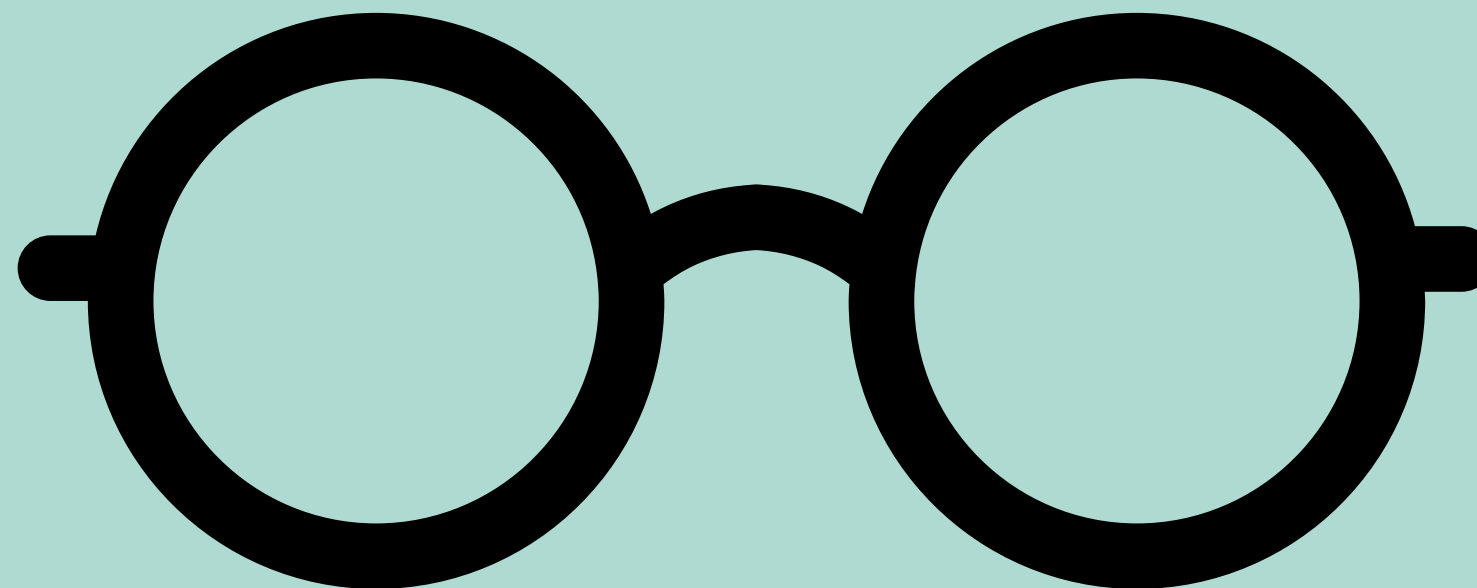
Attuned, Responsive Relationships



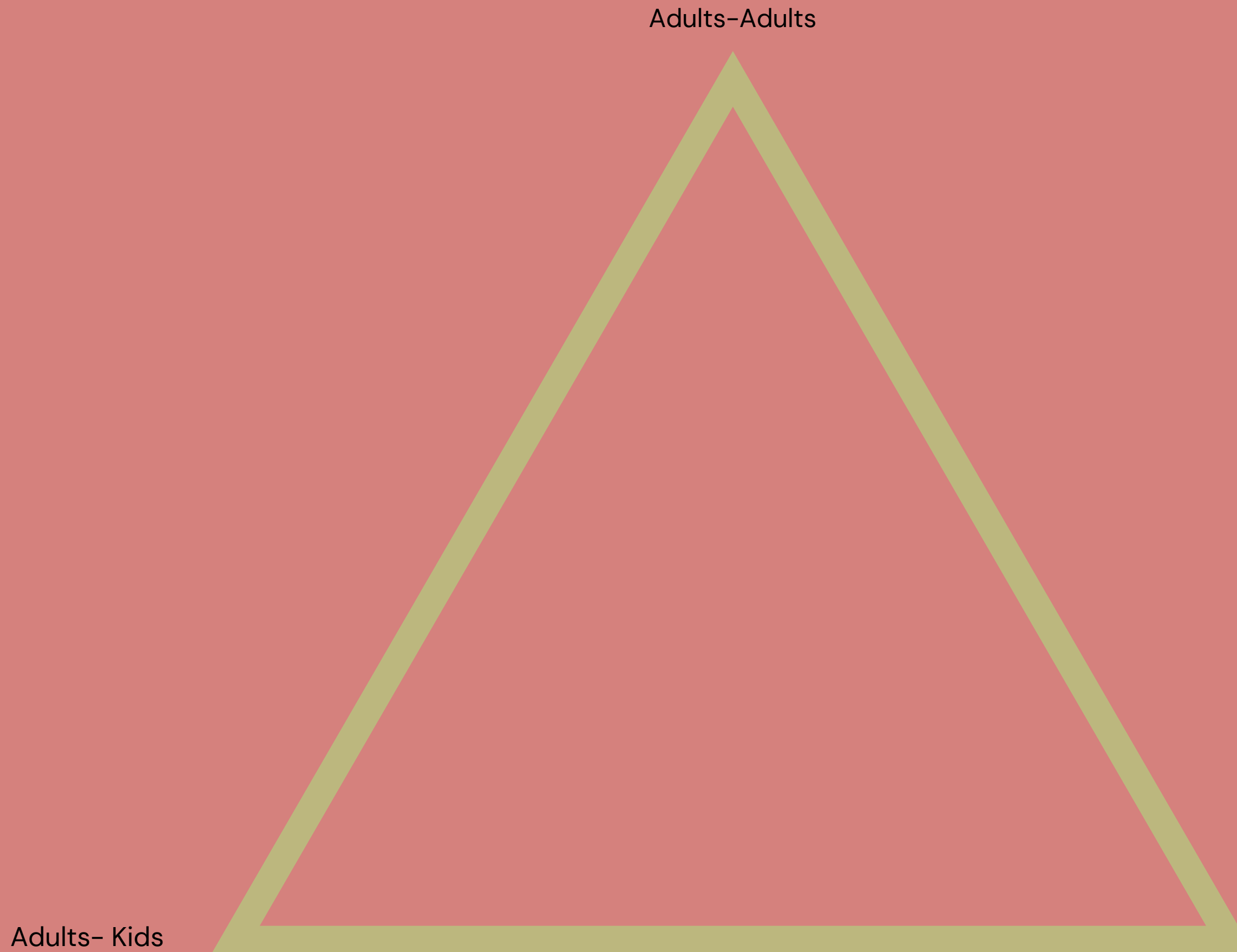
[Routines & Rhythms (& Responsibilities)]



Teaching, Coaching & Modeling Self-Regulation Skills (Including Anticipating Obstacles)



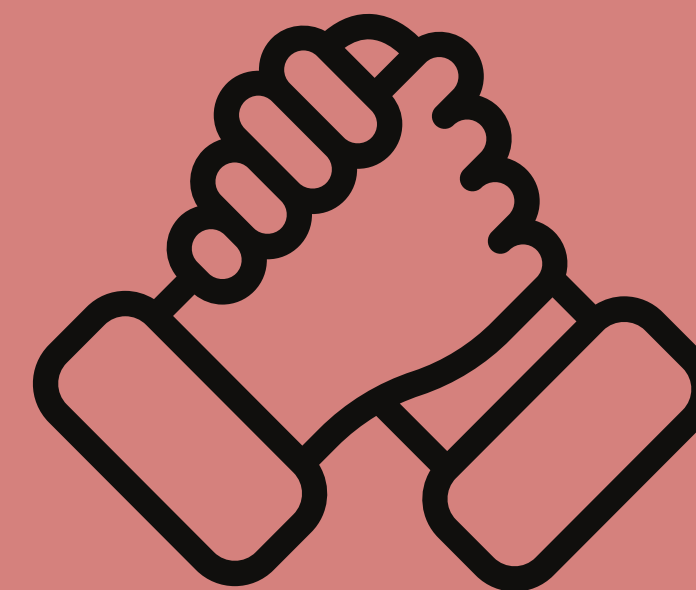
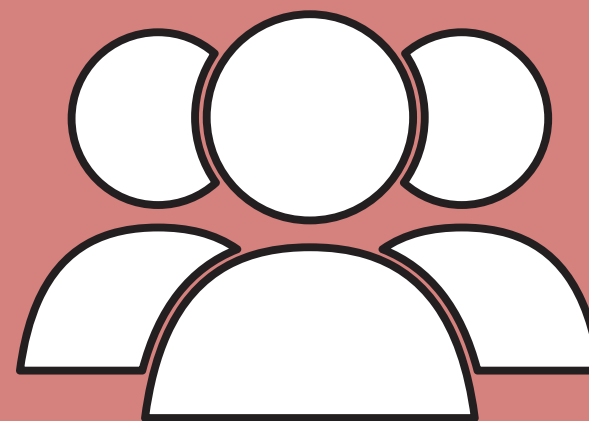
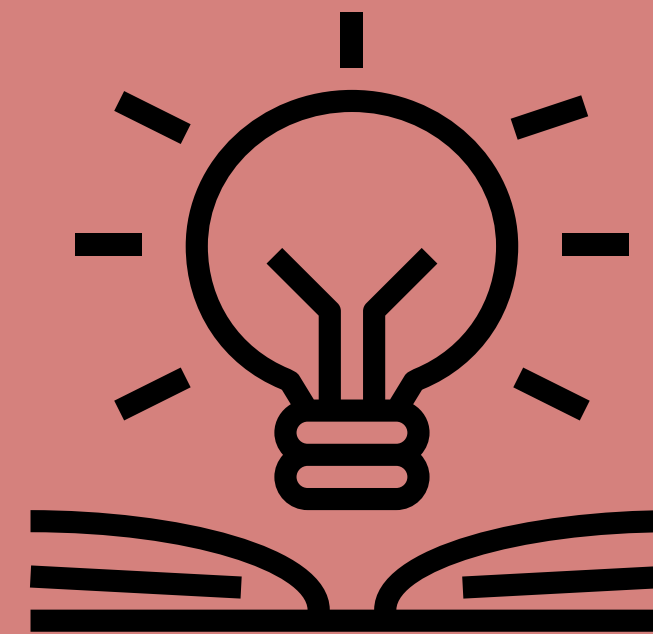
Triangle of Co-Regulation Relationships in schools

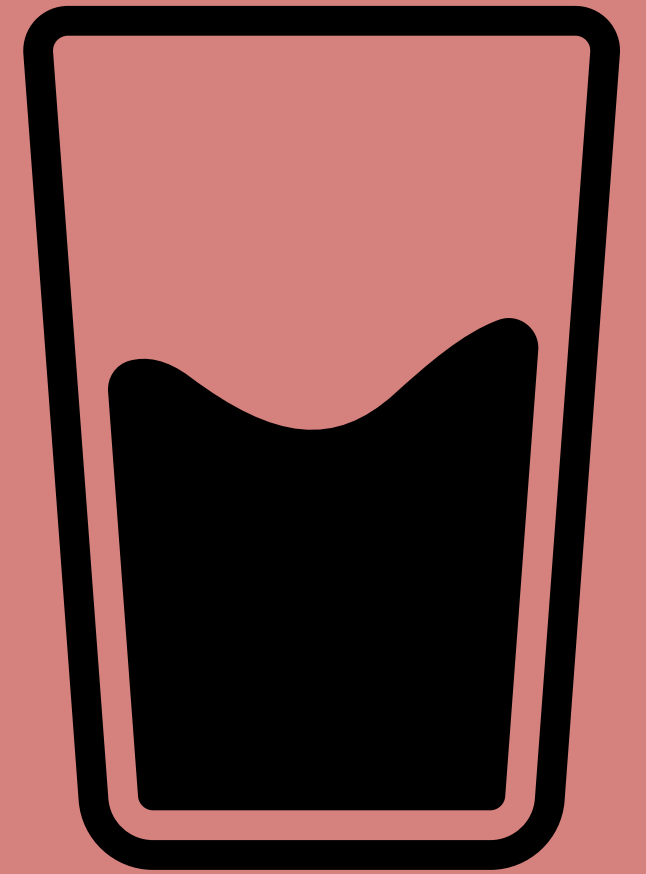
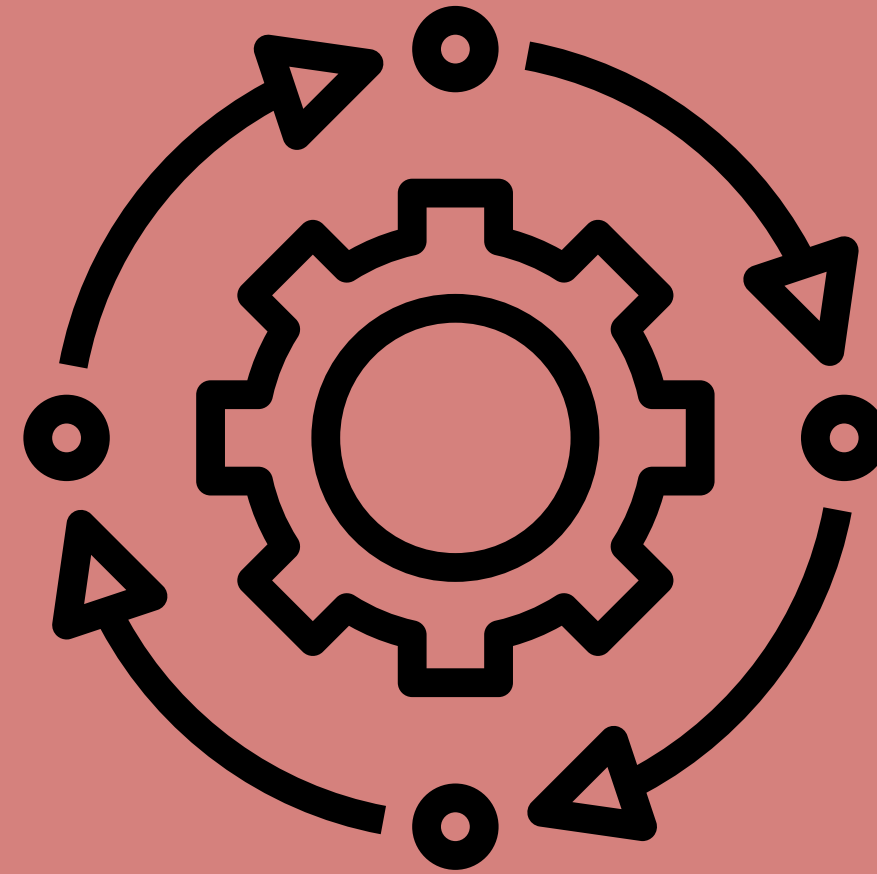


Adults-Kids- often a focus- considering a focus on supporting kids who specifically have a diagnosis of (known) trauma. How are adults supporting all kids?

Adults-Adults at school- how are adults supporting for and caring for each other? (interdependent, co-constructed relationships)

Kids- Kids at school- how are kids supporting and caring for each other? (interdependent, co constructed relationships)







Adult Strategy

Humanize all of us

Adults

**Support systems of knowing
each other OUTSIDE of work**

**MMEO
(Make mistakes early and
often)**

Kids

**Acknowledge the humanity
& consider systems for
regulation**

**Celebrate all brains & what
each learner brings**



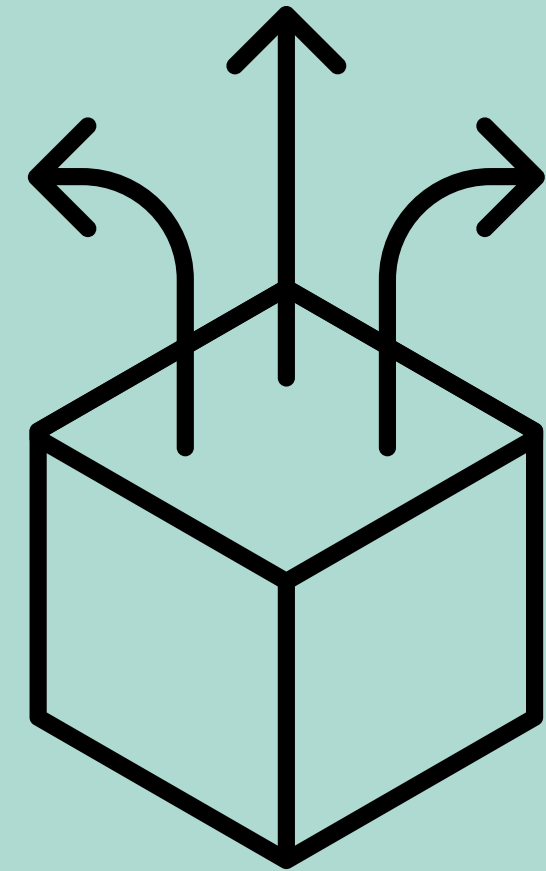
Adult Strategy

GRR
Gradual Release of
Responsibility

STRATEGY USE FROM THE GRADUAL RELEASE PERSPECTIVE

- **GRADUAL RELEASE OF RESPONSIBILITY:**
(PEARSON & GALLAGHER, 1983)

- I SHOW YOU, YOU WATCH
- I SHOW YOU, YOU HELP ME
- YOU SHOW ME (TOGETHER), I HELP YOU
- YOU SHOW ME, I WATCH



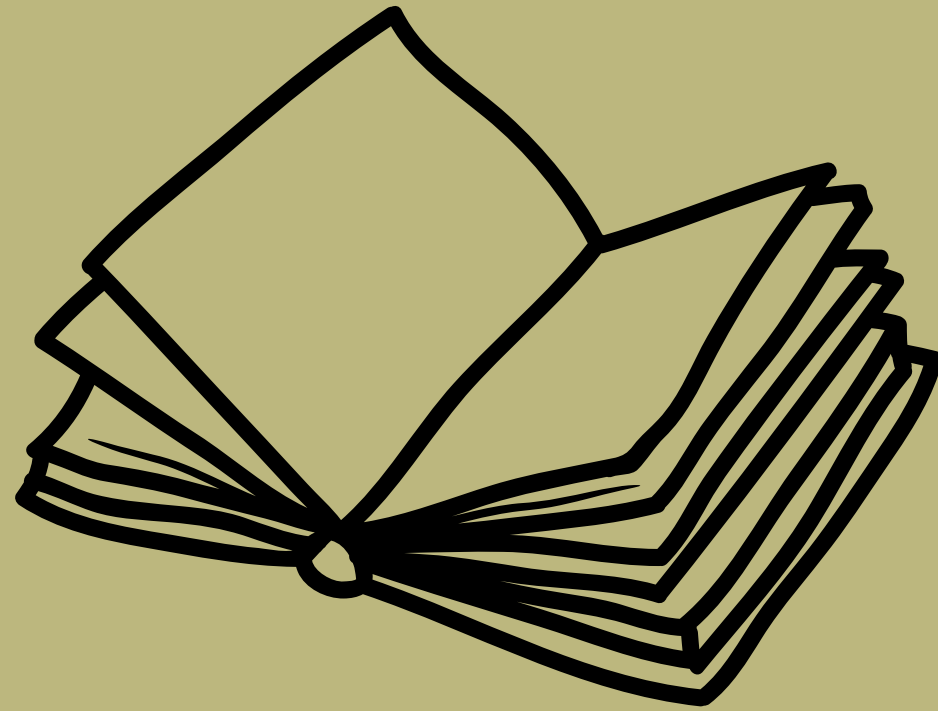


Adult Strategies

Tools for:

- Thought **language**
- Inclusive
Energetic/Emotional
Language
- Action **language** (increase
VERB access) with options

Cognitive Mental State Terms



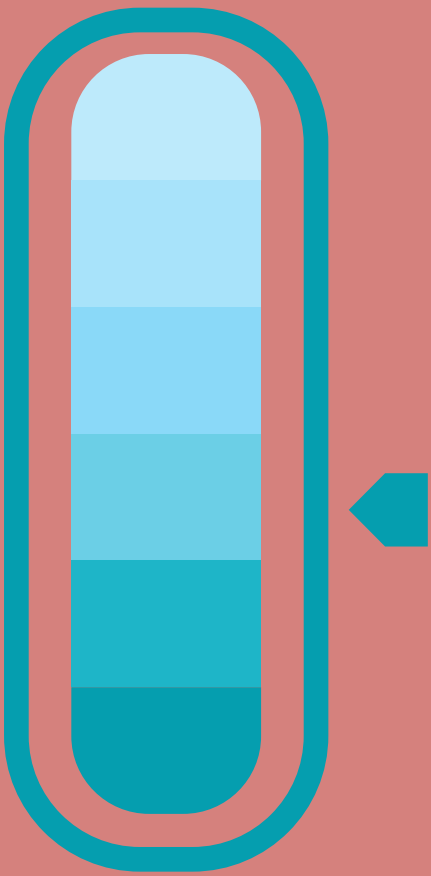
Mental state terms:
Cognitive, Affective,
Desire, Physiological

What do you
THINK they are
going to do?

Does he **KNOW**
that the rabbit is
there?

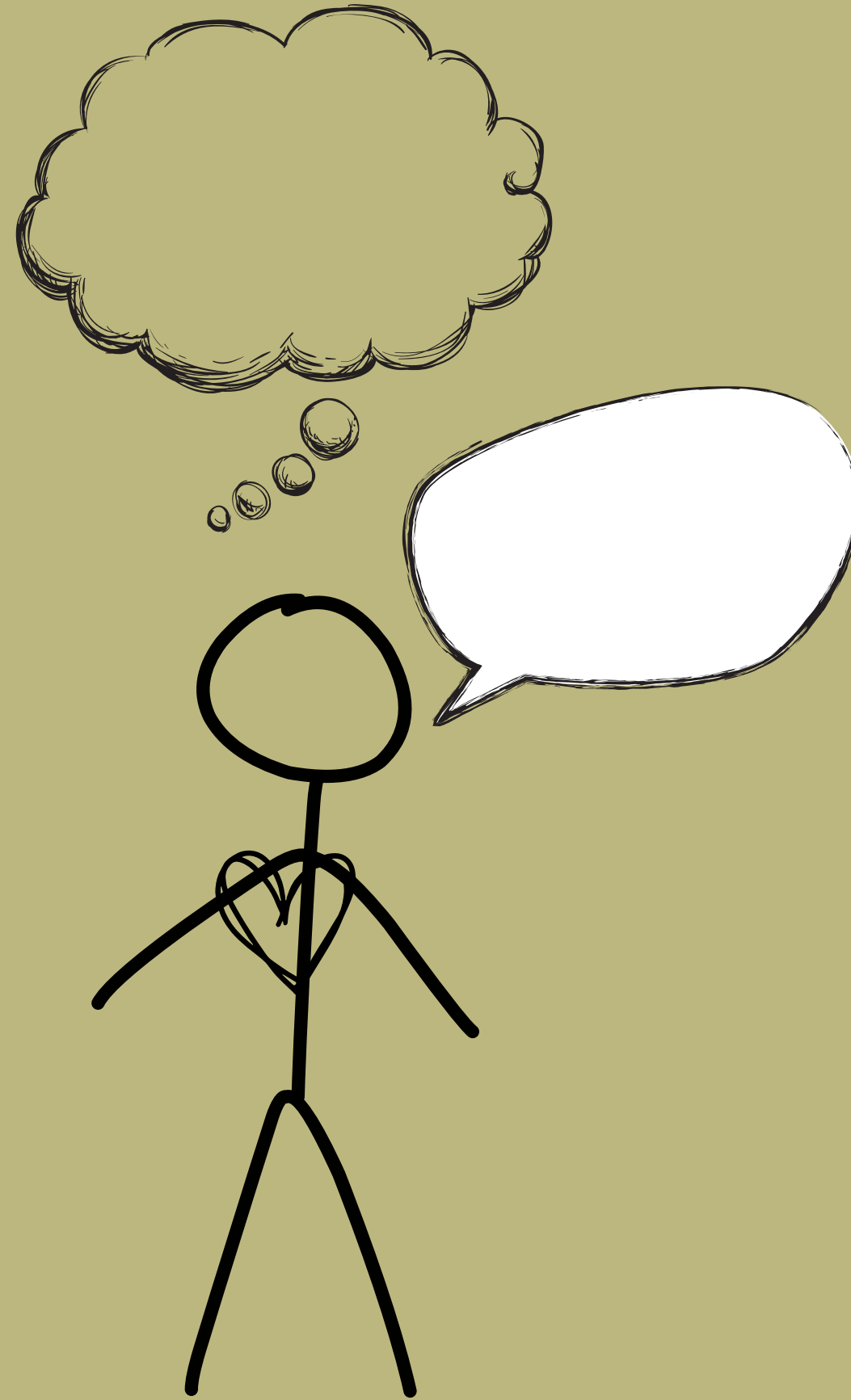
Let's **GUESS** what
happens next!

Do you
REMEMBER
what the rabbit
said?



Comic Strip Conversations

Gray, 1994





Adult Strategy

Consider monitoring &
building scaffolds for
episodic memory



Episodic Memory & Sense of Self

Episodic memory is the remembering of personal details–

'mental time travel'

Episodic memory is directly connected to the development of one's life story (Brien, A. 2021).

THE EXECUTIVE FUNCTION CONNECTION

- **A diverse group of cognitive processes that act in a coordinated way**
- **These processes direct perception, emotion, thought and action**
- **These skills are responsible for a person's ability to engage in purposeful, organized, strategic, self-regulated, goal directed behavior. (McCloskey & Perkins, 2012)**



**7 clusters/33 self regulation Executive
Functioning capacities (McCloskey, 2016)**

Attention- Perceive, Focus, Sustain

Engagement- Engagement, Initiate, Inhibit, Stop,
Interrupt, Flexible, Shift

Optimization- Monitor, Modulate, Correct, Balance

Efficiency- Sense time, Execute routines, Sequence,
Pace

Memory- Hold, Manipulate, Store, Retrieve

Inquiry- Gauge, Anticipate, Estimate time, Analyze,
Compare/Evaluate

Solution- Generate, Associate, Plan, Organize,
Prioritize, Decide

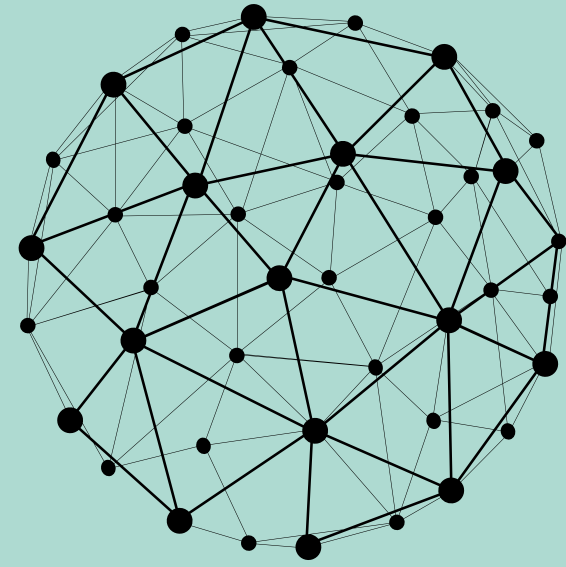


Skills we most often talk about:

- Planning/prioritization
- Organization
- Time management
- Response Inhibition
- Emotional Control
- Sustained attention
- Flexibility
- Metacognition



Making connections



SKILLS AT PLAY

Planning

Organization

**Time
prioritization**

Inhibition

**Emotional
Regulation**

**Sustained
Attention**

Flexibility

Metacognition

Dawson & Guare, 2009



- Following basic routines/sequences shown to them
- Organizing & keeping track of steps of a task
- Forward thinking/planning for events
- Play/leisure plans & directing self
- Knowing how/where to get started (initiation)
- Can close tasks & start tasks effectively

- Keeping track of personal items
- Backpack/desk managed (personal space)
- Knowing where to put things
- Putting toys away
- Keeping track of homework assignments

- Completing daily tasks with minimal distractions
- Speeding up as needed to finish tasks
- Finishing a task with a constraint (e.g., finish that letter before you go to circle)
- Completing morning routines with a time constraint
- Adjusting times as needed with additional responsibilities (e.g., basketball practice)

- Acting appropriately in leisure/play/social scenarios (E.g., not yanking toys/shoving others) when danger is present (E.g, hot stove)
- Following classroom rules & be close without grabbing/touching
- Handling conflicts w/out getting into physical fights; & calming down with support

- Recovering from disappointment in changes of plans
- Able to modulate emotions/physiological states from one condition to the next
- Able to handle losing in games/can accept others winning or going with other ideas in social groups

Dawson & Guare, 2009

- Completing short chores & sitting through circle time
- Spending 20-30 minutes on homework tasks and complete chores
- Attending and focusing on sports practices/favored activities for longer periods of time

- Adjusting to changes in routines/schedules
- Tolerating redirection when asked by a teacher
- Moving on from disappointments/able to shift gears
- Completing more 'open ended' tasks

- Making adjustments to plan when something isn't working
- Supporting peers to complete a play plan
- Watching others and adjusting behavior
- Generating several solutions to problems



Dawson & Guare, 2009

Planning

Organization

**Time
prioritization**

Inhibition

**Emotional
Regulation**

**Sustained
Attention**

Flexibility

Metacognition

Dawson & Guare, 2009





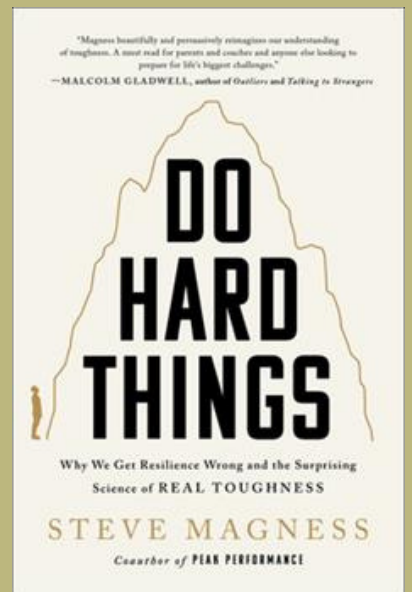
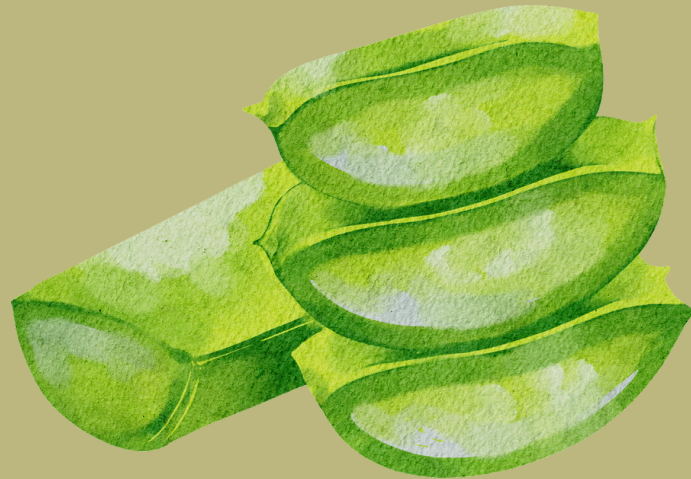
Adult Strategies

Name the brain
Name the thing &
Offer a strategy
Keep it growth mindset
oriented

Name the brain



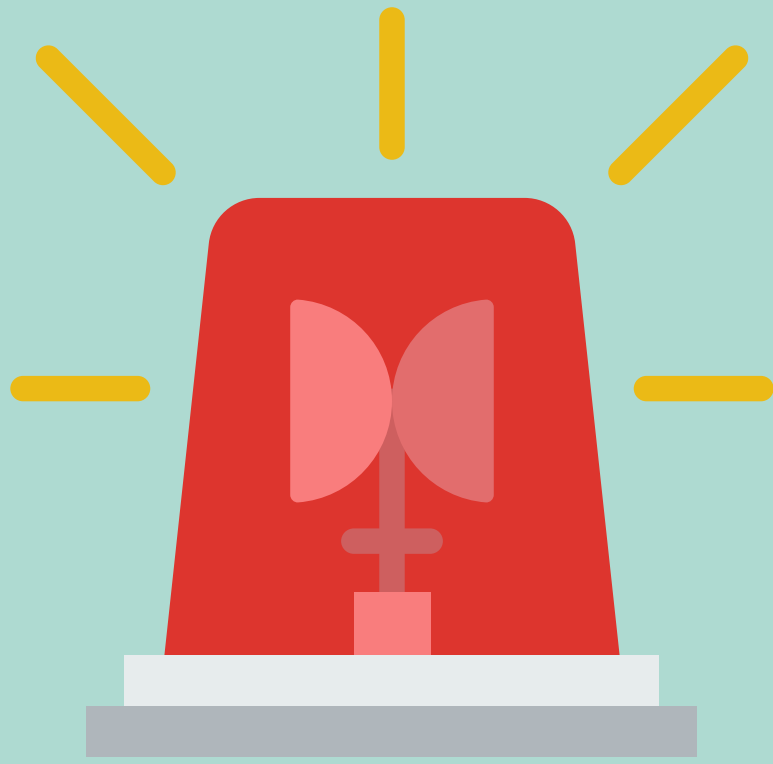
Name the thing & offer a strategy



Keep it growth mindset oriented



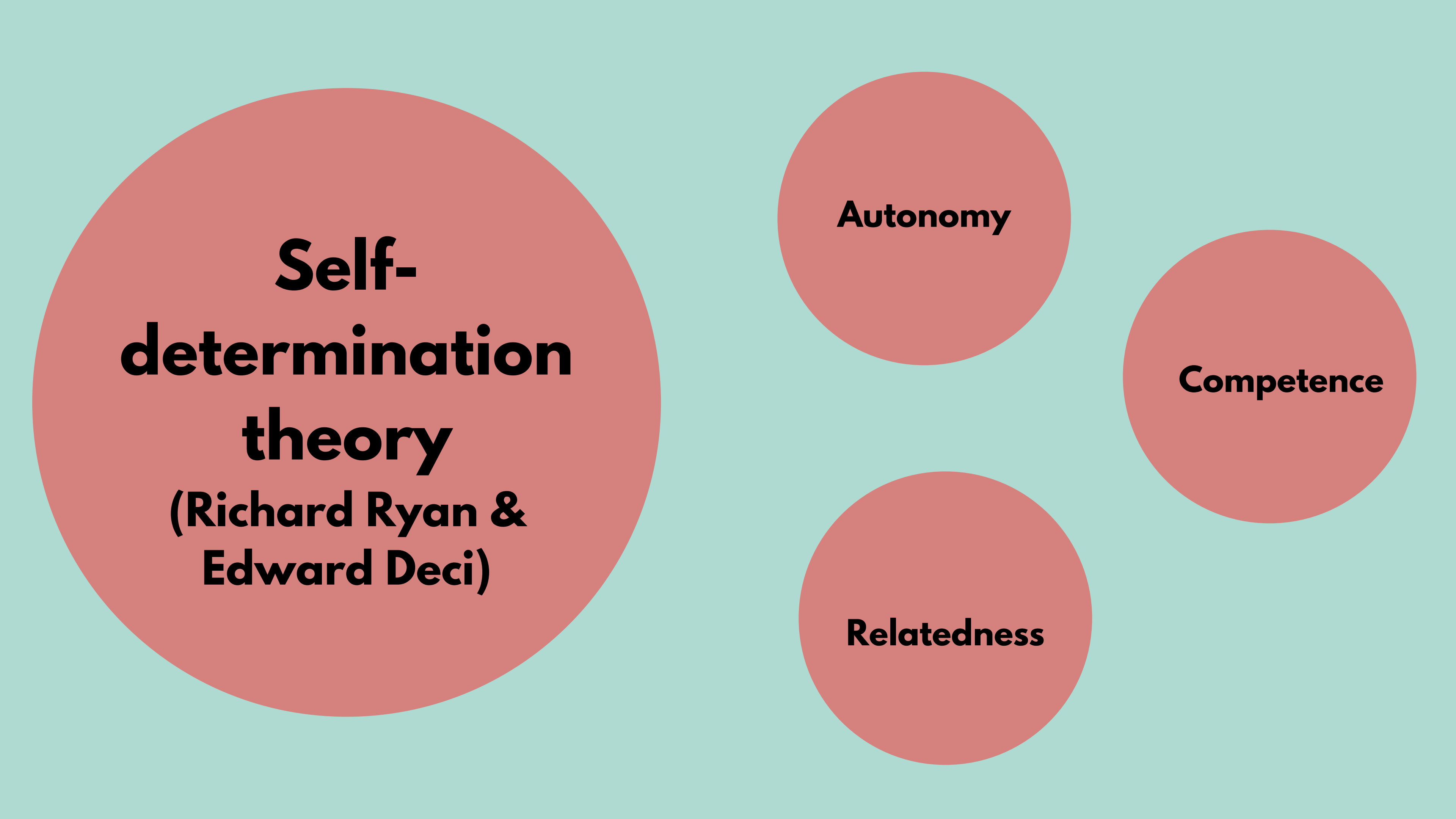
THE MOTIVATION DEBATE



'They could do it, if they were motivated'



The brain science of motivation



The diagram consists of four red circles on a teal background. A large circle on the left contains the title 'Self-determination theory' and the authors '(Richard Ryan & Edward Deci)'. To its right are three smaller circles arranged in a triangular pattern, each containing one of the three basic psychological needs: 'Autonomy' at the top, 'Competence' on the right, and 'Relatedness' at the bottom.

Self- determination theory

**(Richard Ryan &
Edward Deci)**

Autonomy

Competence

Relatedness

Evidence Based Frameworks for Developing Motivation

Expectancy Value theory

Past experience determines how valuable we perceive a task is & our success with it

- Break tasks into chunks
- Praise the PROGRESS



Interest Theory

Motivation develops in stages– kids are sometimes started in the process by interest

- Make it fun
- Change it up



Achievement Goal Orientation Theory

Goals can be performance based, or learning/process based

- Teach directly on growth mindset
- Create an inclusive environment
- (MMO– Make mistakes often!)



Goal Setting Theory

Motivation= achieving an end goal, and the ability to make a plan, & monitor and evaluate performance

- Teach EF strategies/skills





Adult Strategy

Engaging autonomy & competence in planning
(Teach kids to 'find the choices' and 'the why')

SELF-REGULATION AS PLANNING & PROBLEM SOLVING

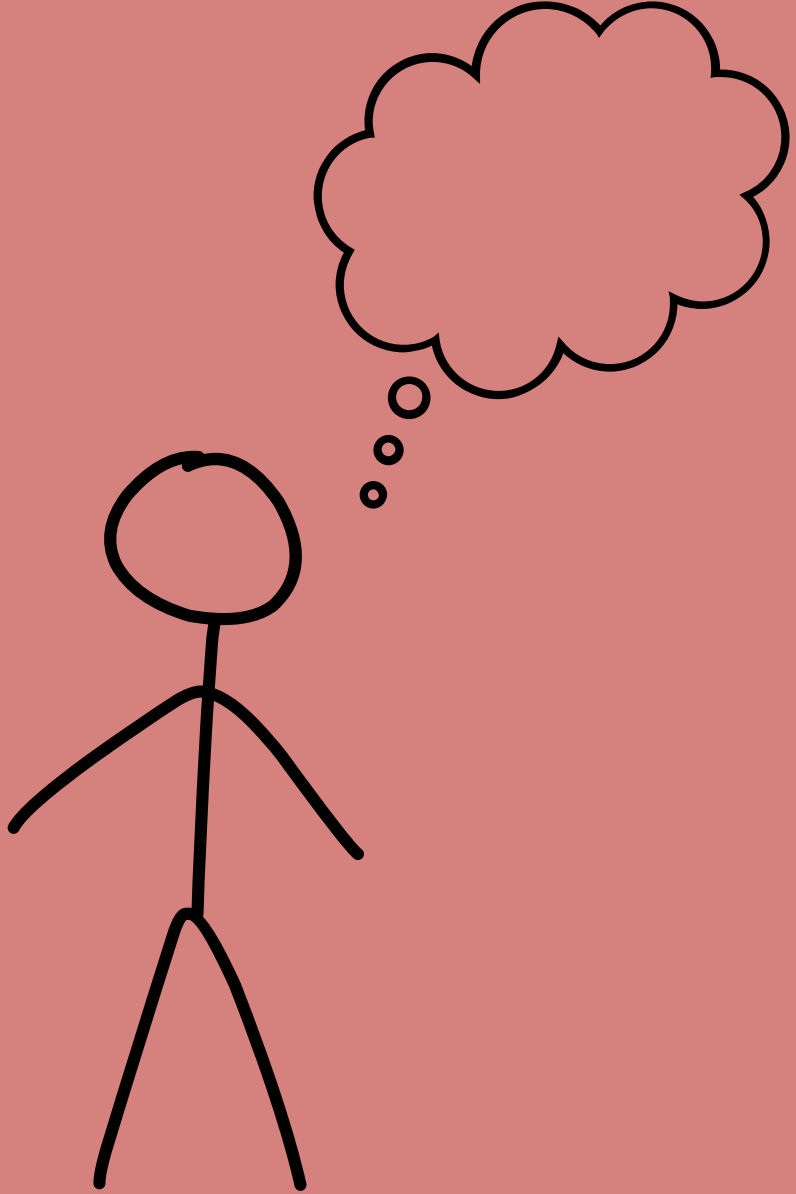
**Pause and
think-**

**What are
plans?**

**How do we
make them?**



Time	Objects	People	Place



Time	Objects	People	Place

Plan

Goal



Action

**What are
problems?**

**What is
problem
solving?**



Plan

Goal

Action



Plan

Goal

Action



FIVE ADULT STRATEGIES WITH PROBLEM SOLVING

Baumrind (1971) Maccoby & Martin (1983)

Baumrind, D. (1971). Current patterns of parental authority. *Developmental Psychology*, 4, 1–103.

Maccoby, E. E., & Martin, J. A. (1983). Socialization in the context of the family: Parent-child interaction. In P. H. Mussen (Series Ed.) & E. M. Hetherington (Vol. Ed.), *Handbook of child psychology*

Permissive

Authoritative

**Uninvolved/
Neglectful**

Authoritarian

Responsiveness

Demand



Zone of Proximal Development (Vygotsky)

Student can do
alone

Student can do
with assistance

Student cannot
do, even with
assistance

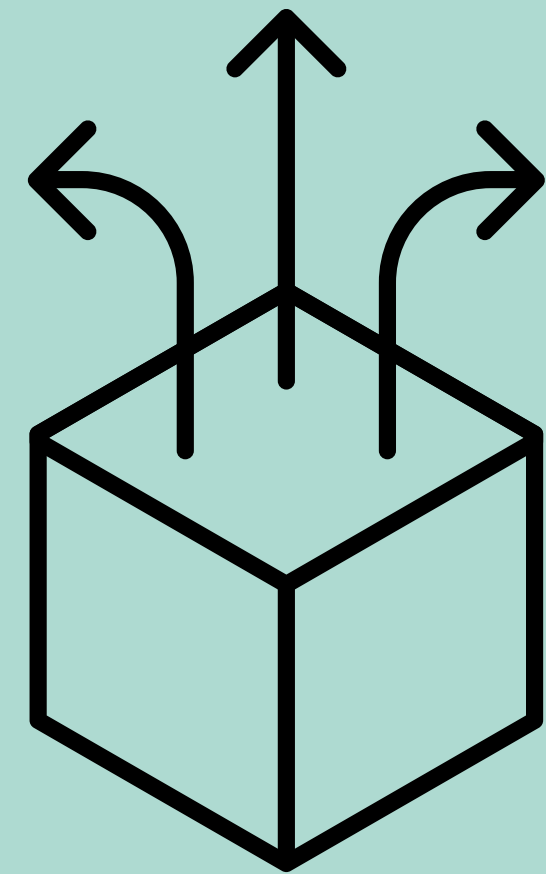


Cole, M. et al. (eds.) (1978) L.S.
Vygotsky: Mind in society: the
development of higher
psychological processes.
London: Harvard University
Press.

STRATEGY USE FROM THE GRADUAL RELEASE PERSPECTIVE

- **GRADUAL RELEASE OF RESPONSIBILITY:**

- I SHOW YOU, YOU WATCH
- I SHOW YOU, YOU HELP ME
- YOU SHOW ME, I HELP YOU
- YOU SHOW ME, I WATCH





Adult Strategy #0

Awareness building

Questions to reflect on:

- **What are MY strengths in self-regulation? What are my growing areas?**
- **How does it affect my emotional/energetic state when others have self-regulation difficulties?**
- **Are lucky/unlucky behaviors easier or harder for me?**

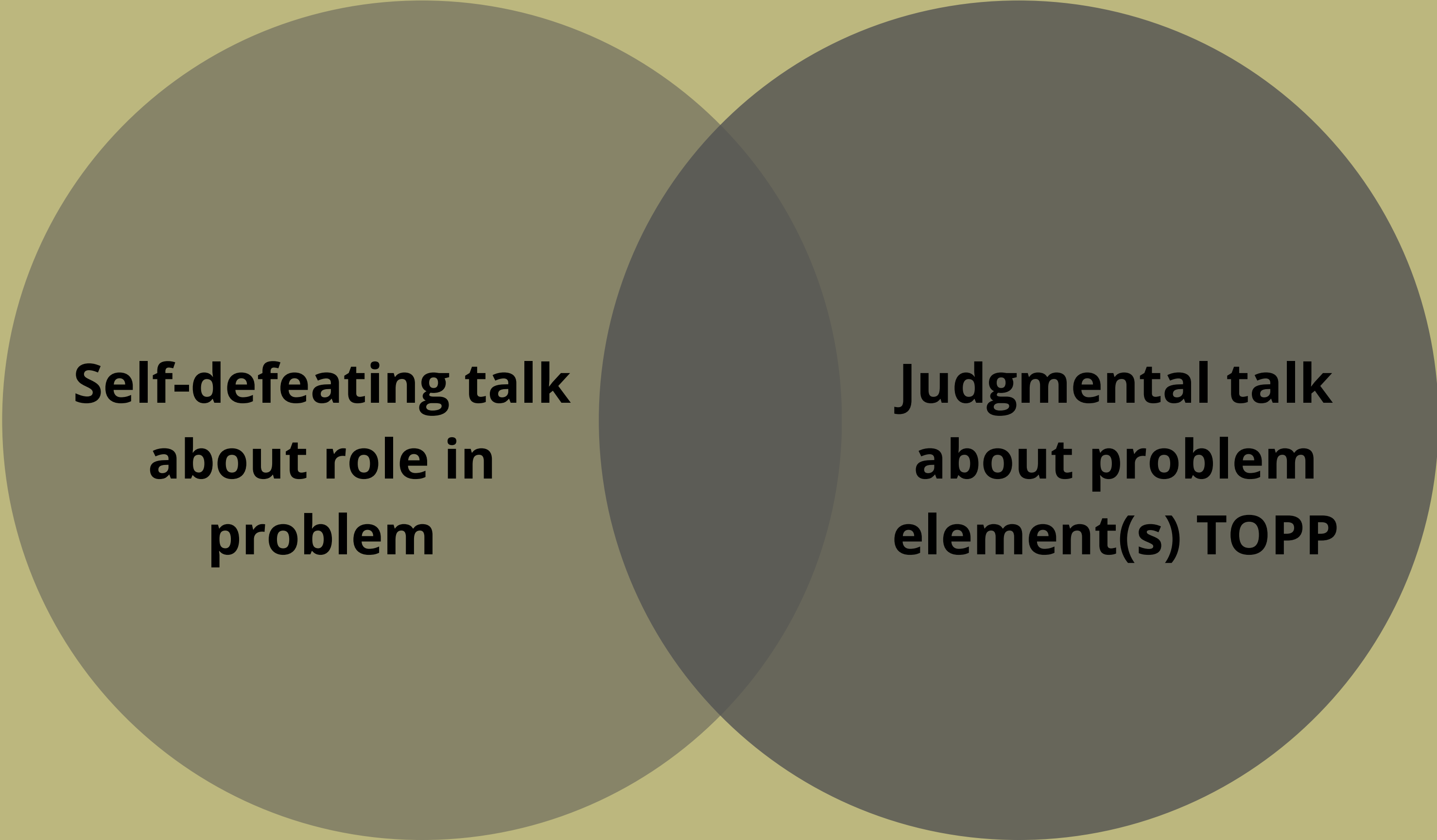


Adult Strategy # 1

Model self-talk around
planning AND problems

Neutralize and ANTICIPATE
problems.

Model of Adult Self-Talk # 1

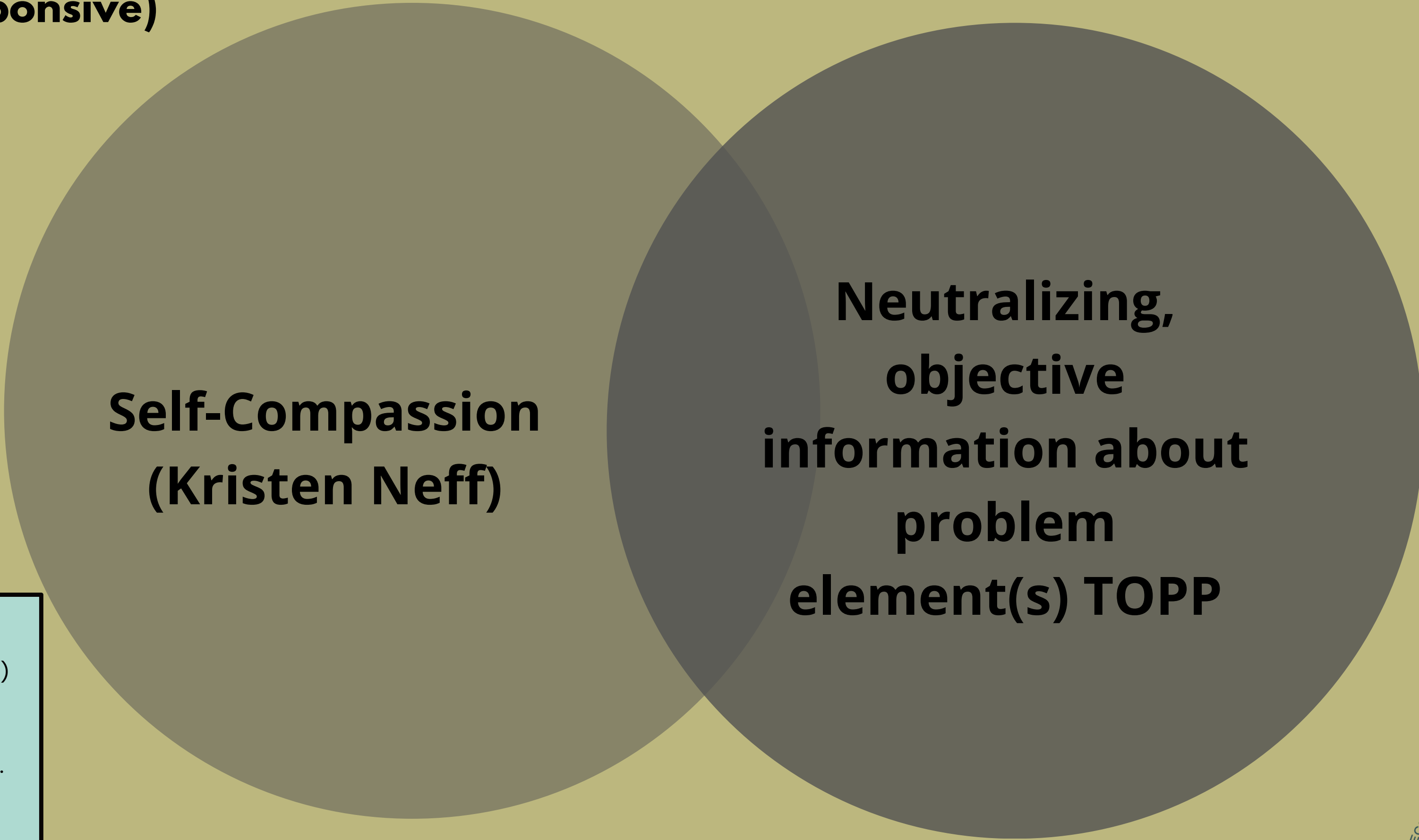


**Self-defeating talk
about role in
problem**

**Judgmental talk
about problem
element(s) TOPP**

Model of Adult Self-Talk # 2

(responsive)



**Self-Compassion
(Kristen Neff)**

**Neutralizing,
objective
information about
problem
element(s) TOPP**

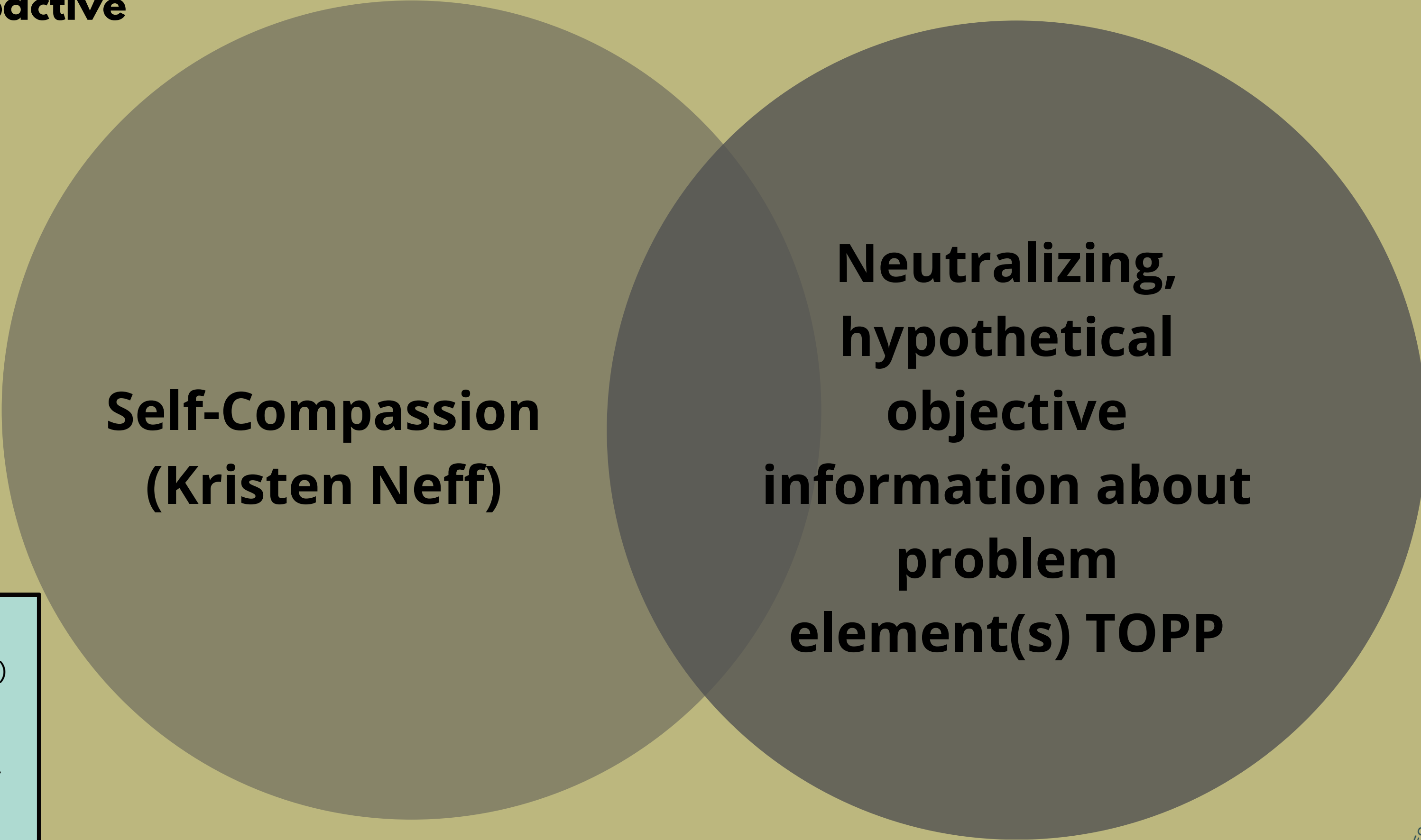
Neff, K. D. (2011). Self-Compassion: The proven power of being kind to yourself. New York: William Morrow

- 3 elements of self-compassion (Neff, 2011)
- Self Kindness vs self-judgment
- Common Humanity vs. isolation
- Mindfulness vs. over identification



Model of Adult Self-Talk # 3

Proactive



**Self-Compassion
(Kristen Neff)**

**Neutralizing,
hypothetical
objective
information about
problem
element(s) TOPP**

Neff, K. D. (2011). Self-Compassion: The proven power of being kind to yourself. New York: William Morrow

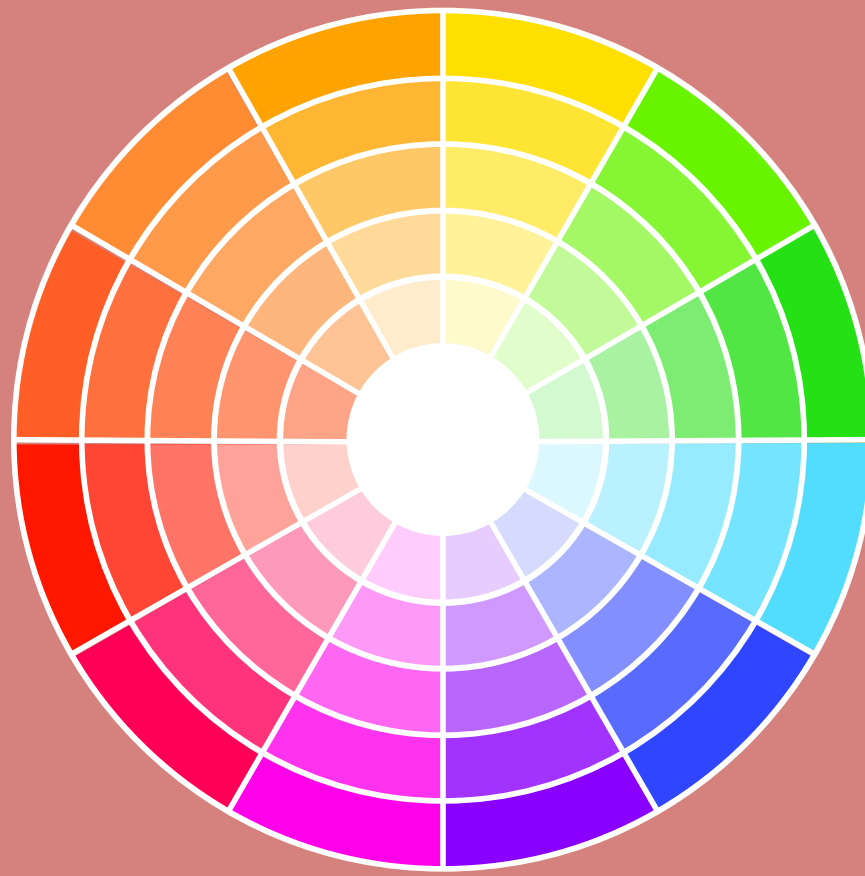
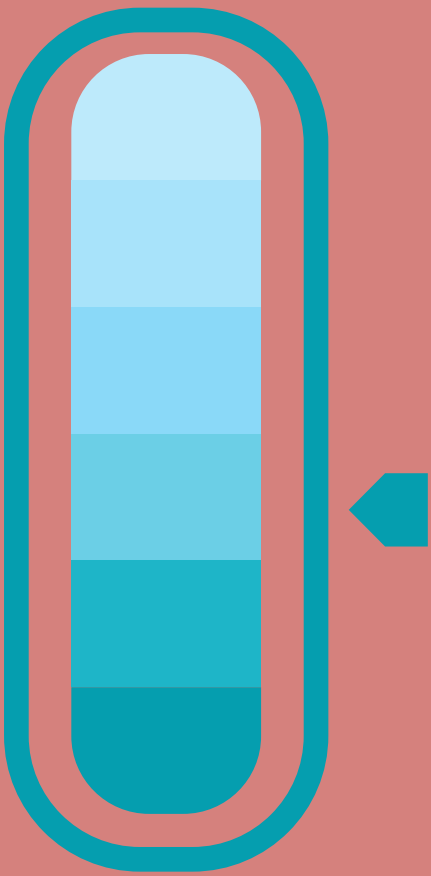
- 3 elements of self-compassion (Neff, 2011)
- Self Kindness vs self-judgment
- Common Humanity vs. isolation
- Mindfulness vs. over identification





Adult Strategy # 2

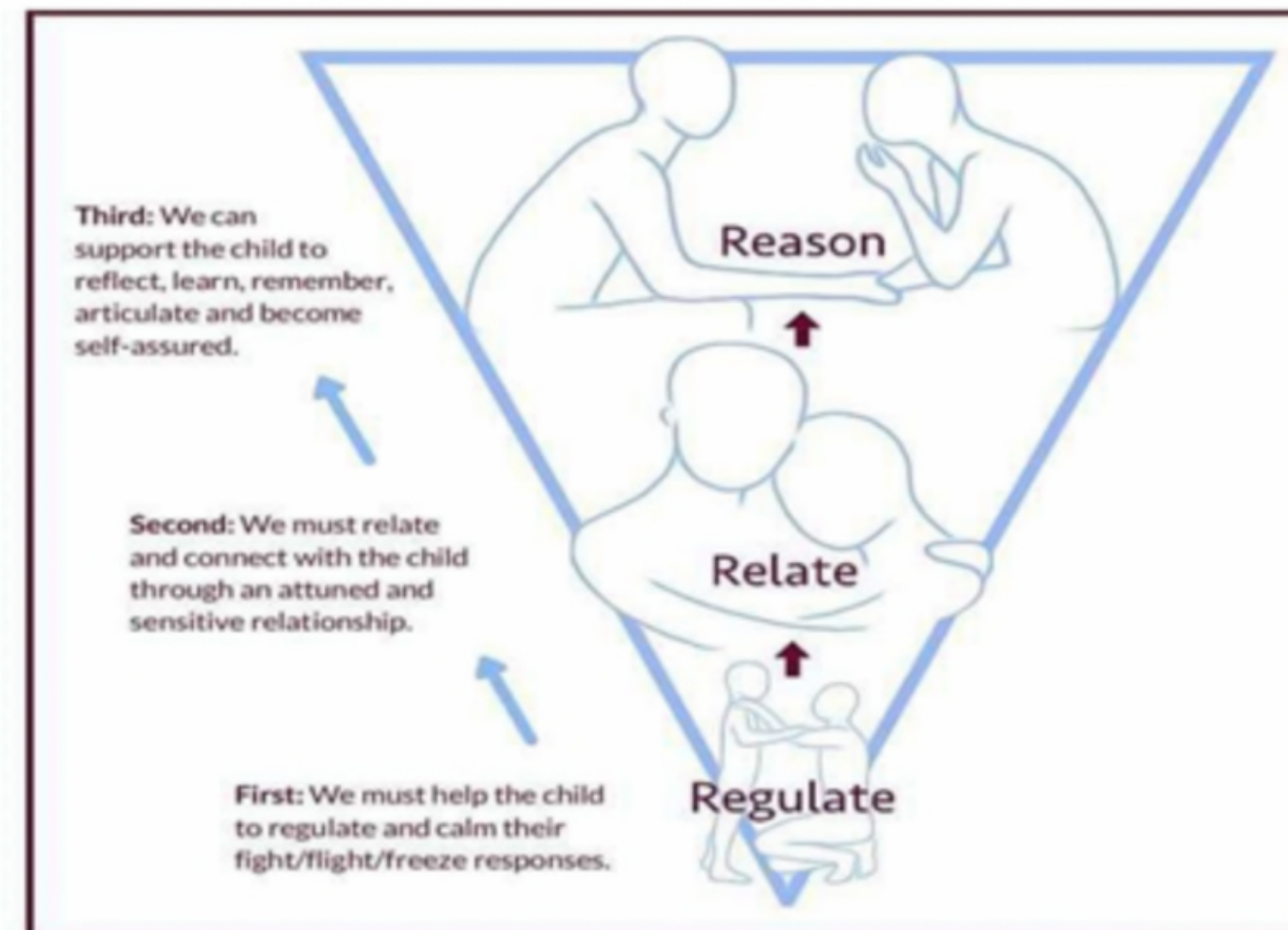
Model patience &
presence when students
experience a problem
by NORMALIZING strong
emotions



Regulate

Relate

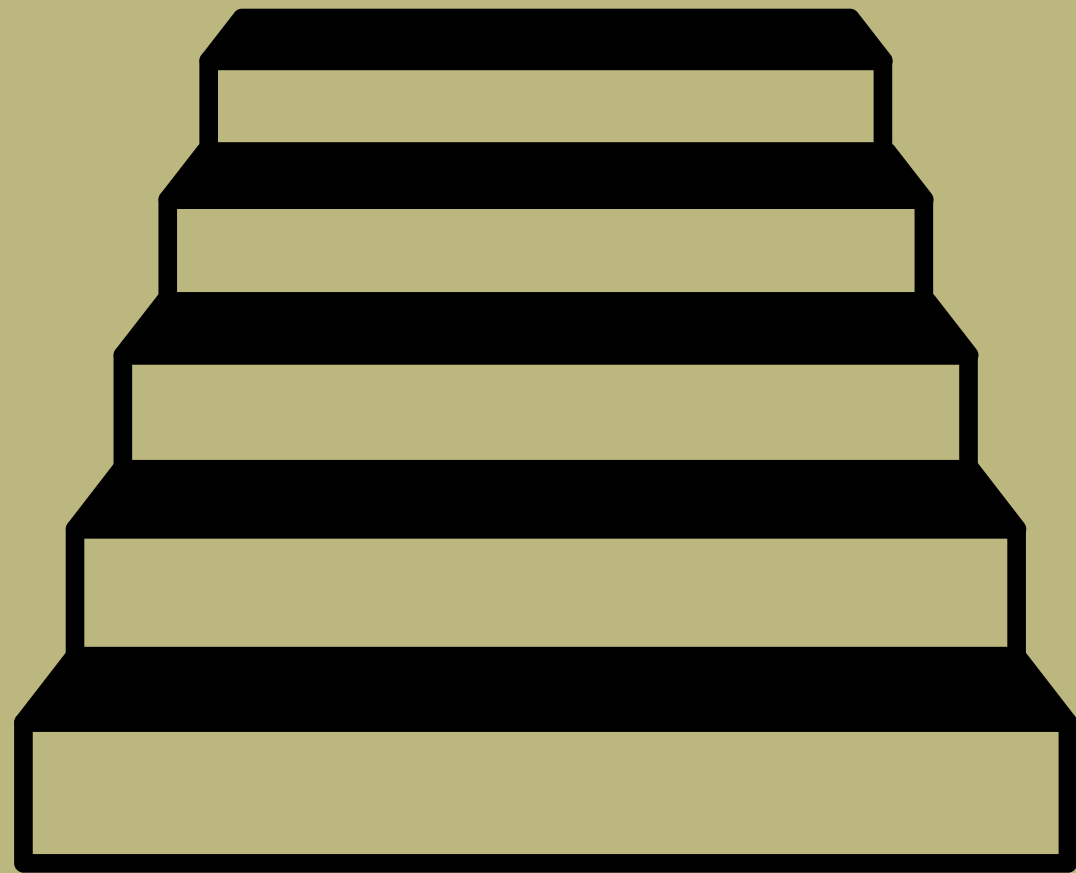
Reason



Heading straight for the 'reasoning' part of the brain with an expectation of learning, will not work so well if the child is dysregulated and disconnected from others.

beaconhouse.org/uk

**Our role: Help the
child build their own:**





Adult Strategy #3

Incorporate Declarative
Language

Imperative Language

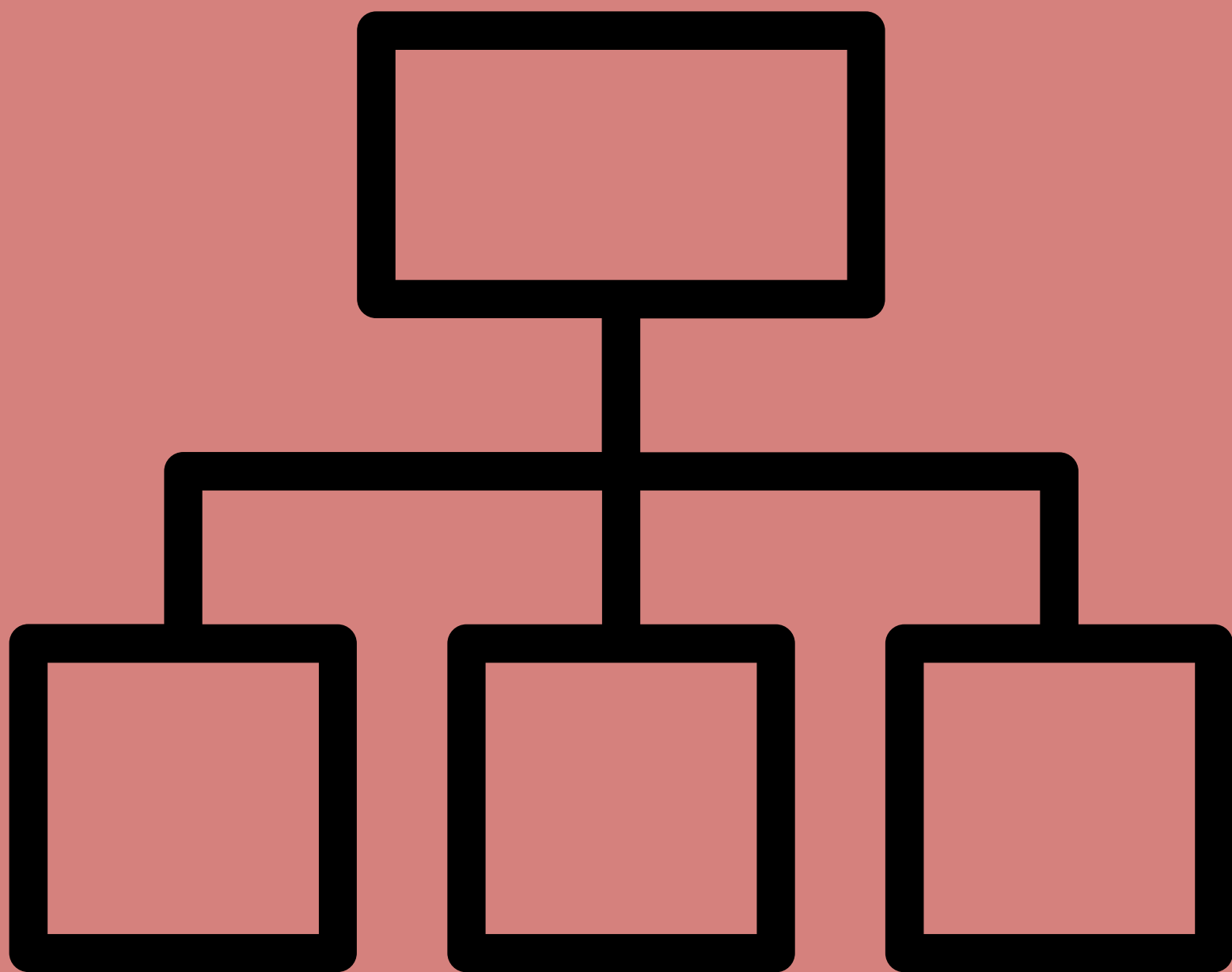
Declarative Language

VS

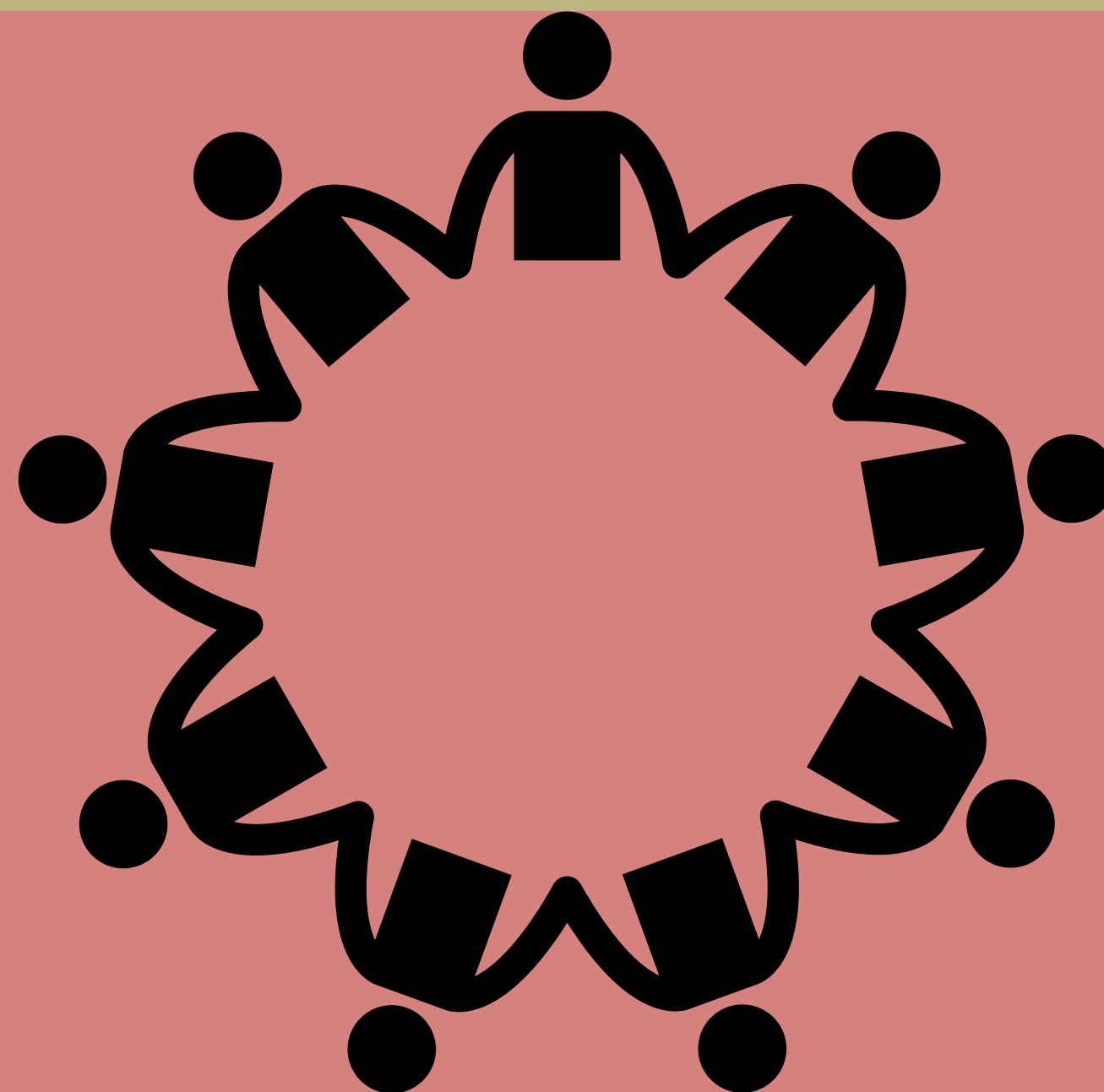


Adult Strategy #4

Make it about WE, not just
ME



VS





Adult Strategy # 5

Consider the SMART
framework for problem
solving

See the end

- **(TOPP concepts)**

Make a plan

- **(Plan A, Plan B)**

Anticipate obstacles

- **(What could go wrong?**
- **Play around in a structured way)**
- **Emotional/energetic awareness**

Review the facts

- **(Cool it off)**

Take action

QUESTIONS