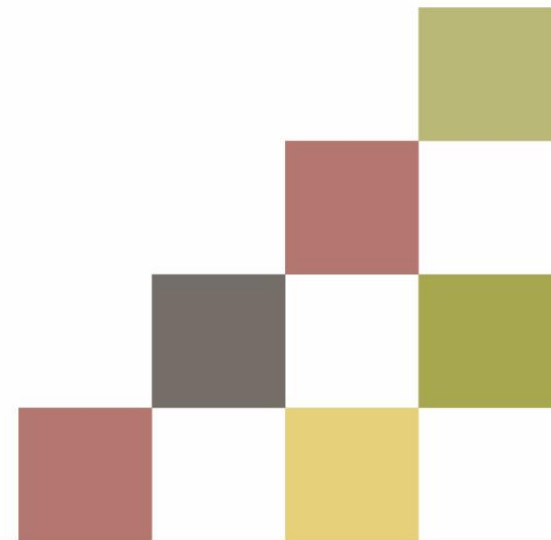


Building Skills and Resilience in a Supportive Environment of Risk-Taking

Dr. Colin King, C.Psych
www.mjw-cydc.uwo.ca



Welcome!

Goals for Today

- Discuss the context and challenges facing youth and families
- Examine self-regulation as a mechanism to help promote resilience
- Present a framework to help promote, practice, and apply our social-emotional learning skills



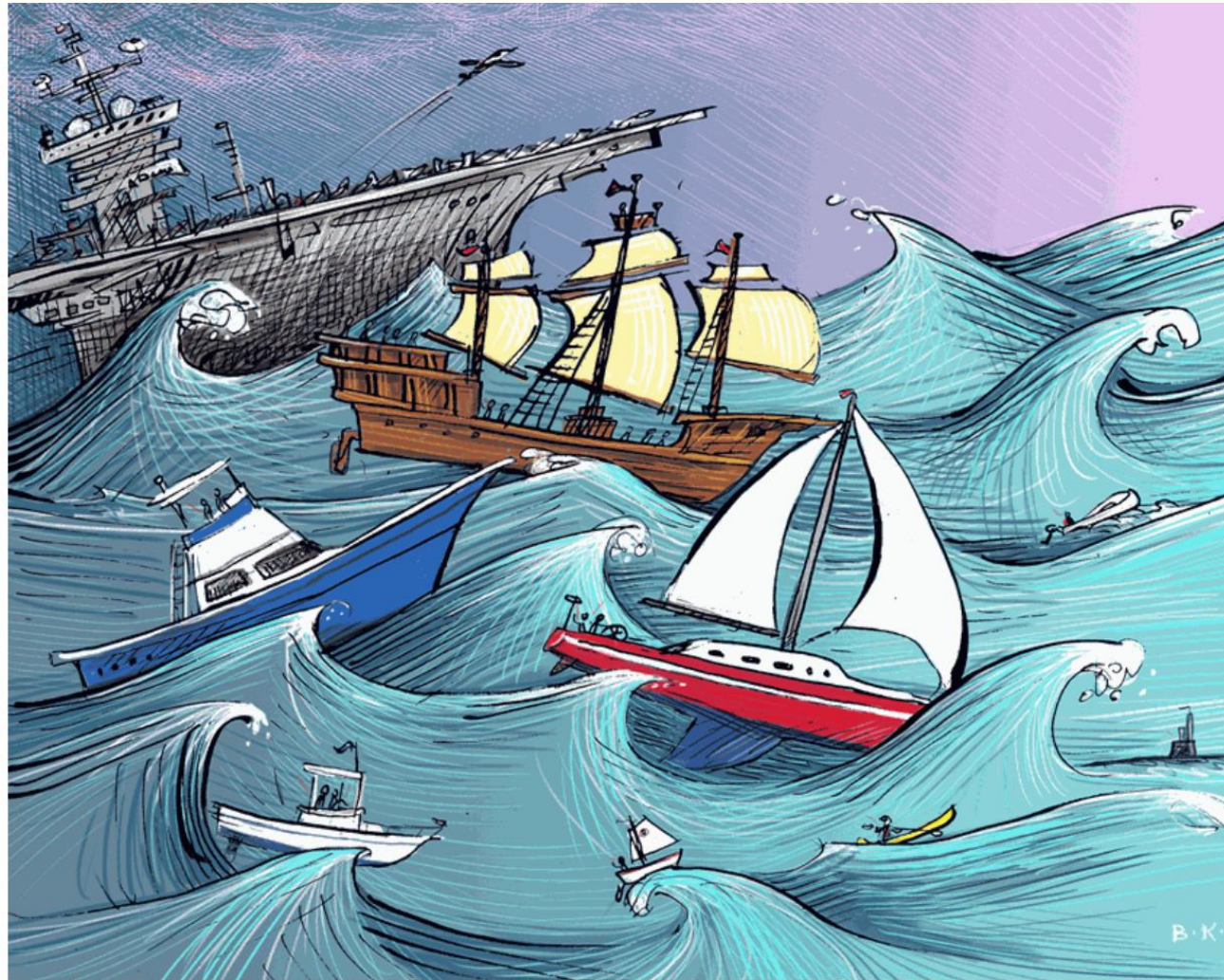
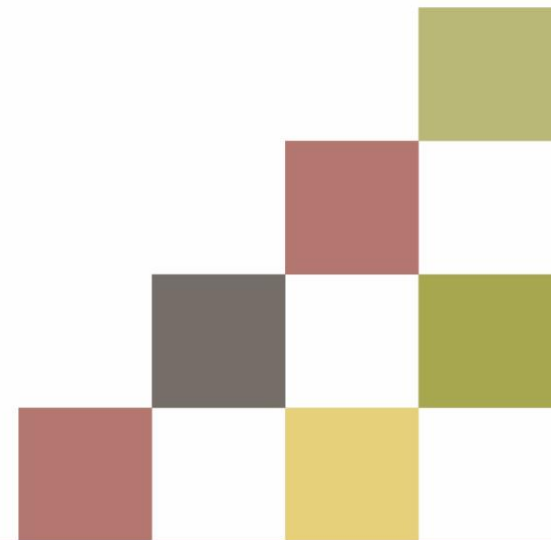
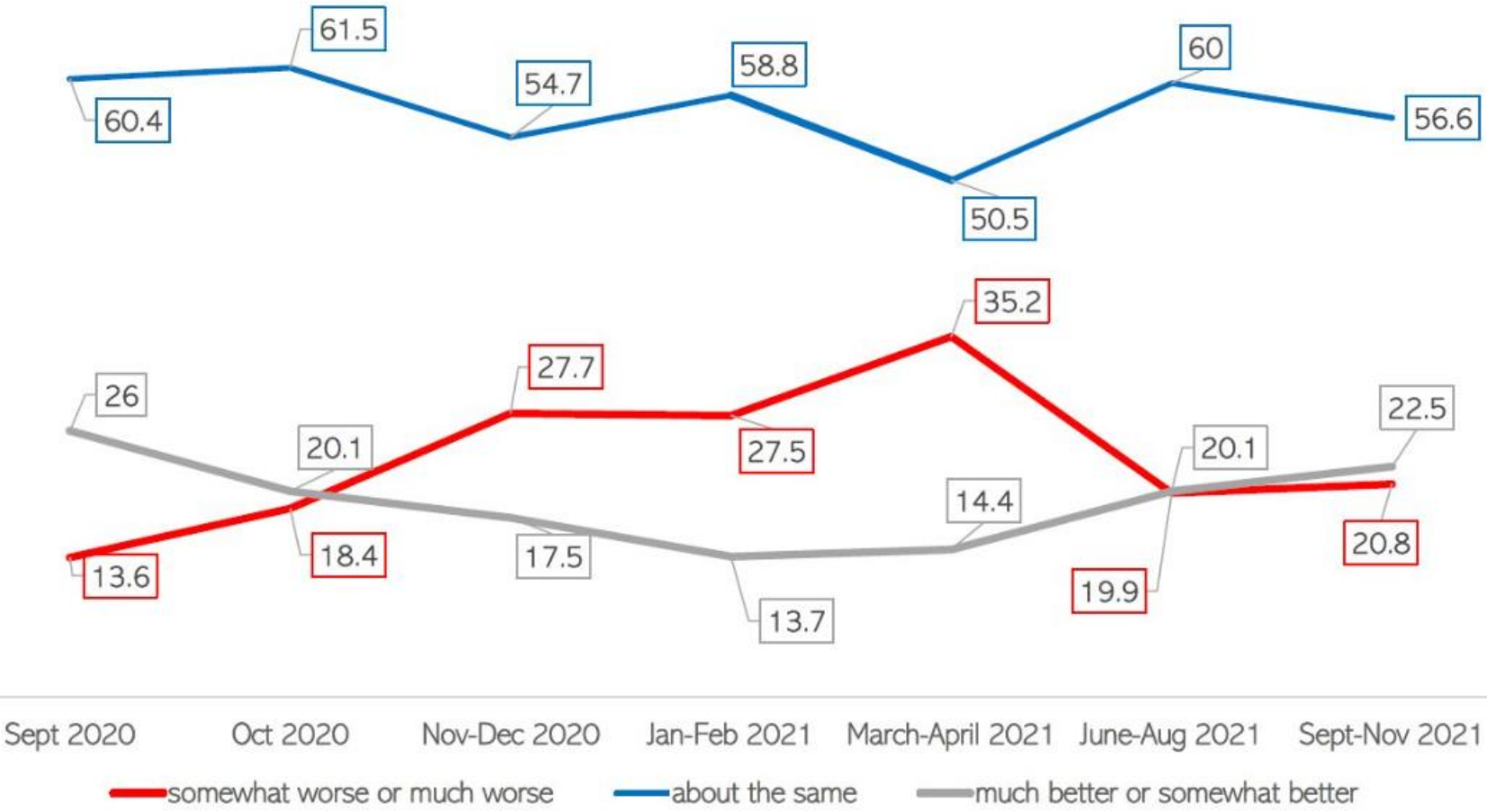


Image credit: Barbara Kelly



Current mental health compared to pre-pandemic (Canadians ages 12-17)



Statistics Canada Table 13-10-0806-01; Graph: T. Vaillancourt



Gretchen Goldman, PhD

@GretchenTG



Just so I'm being honest.

#SciMomJourneys



4:58 PM · Sep 15, 2020



Western



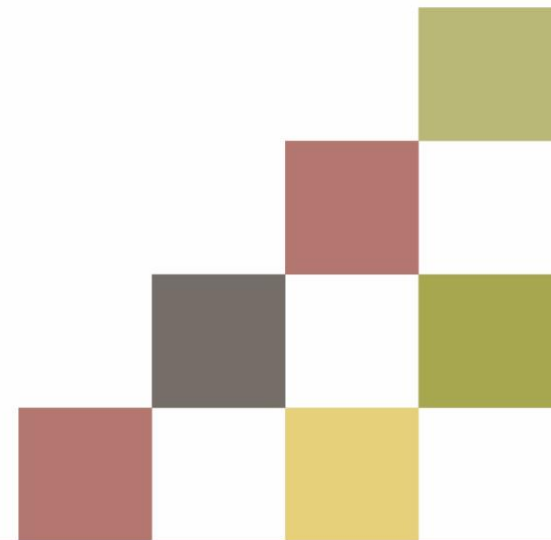
Mary J. Wright Child and Youth Development Clinic

Children First for a Stronger Community

COVID-19 & Mental Health

- High rates of depression, anxiety related symptoms
 - Greater in adults/households where there are children
- Three broad categories of pandemic related stress (Browne, 2021)
 - Economic
 - Relational
 - Pandemic-specific stress

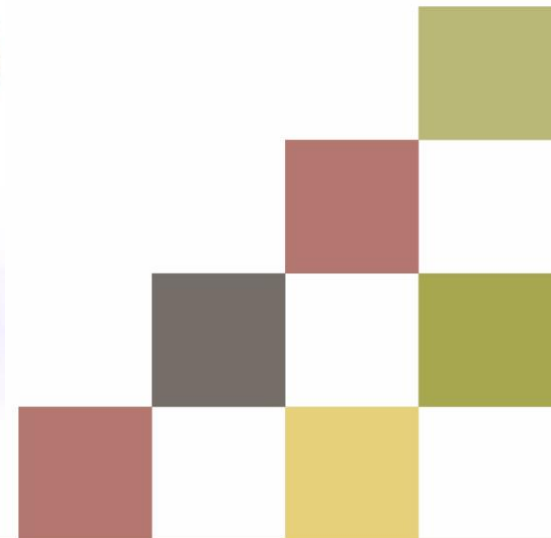
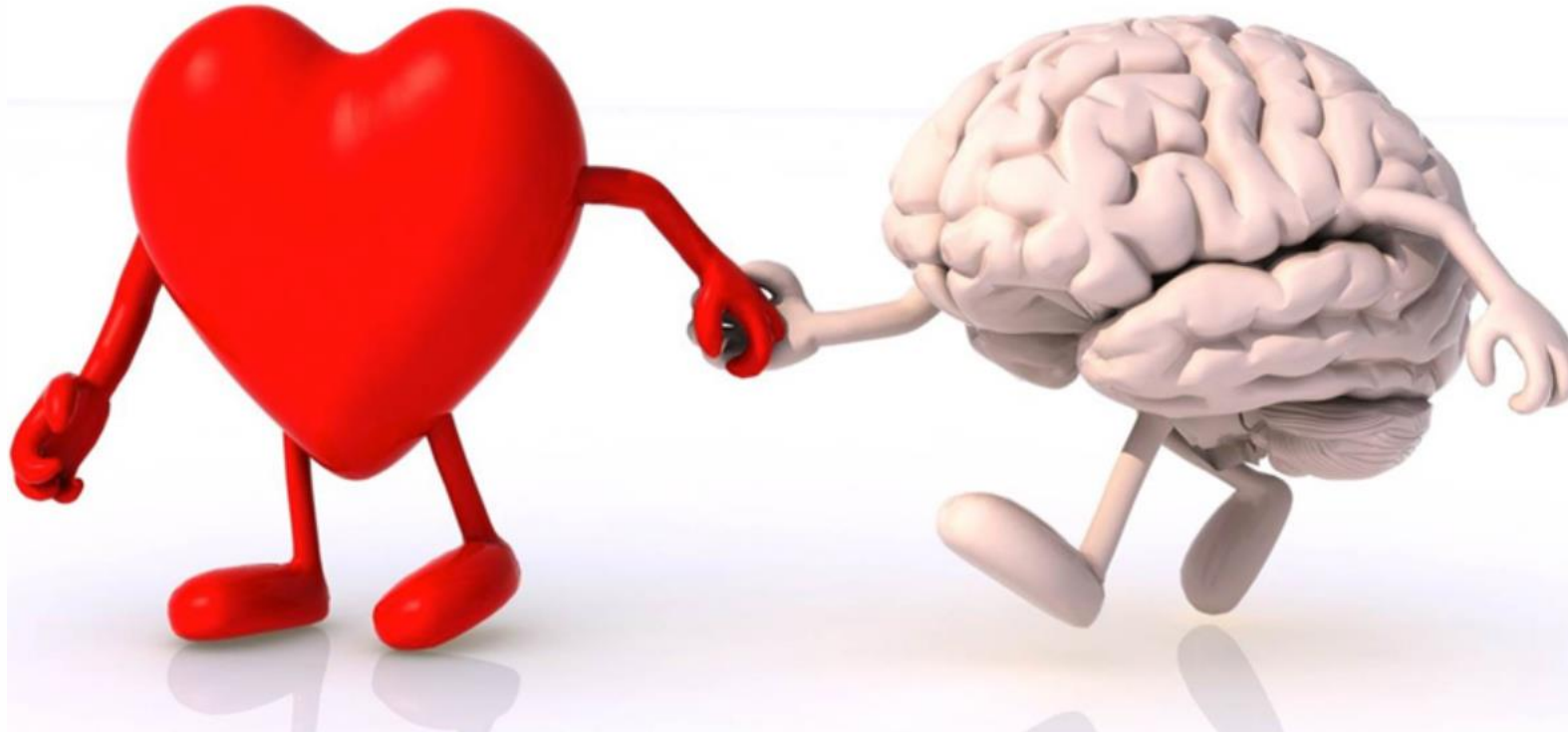
“Stress gets inside the family”

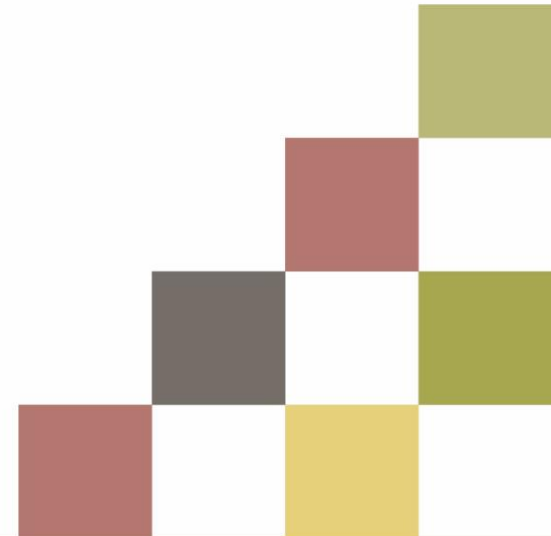
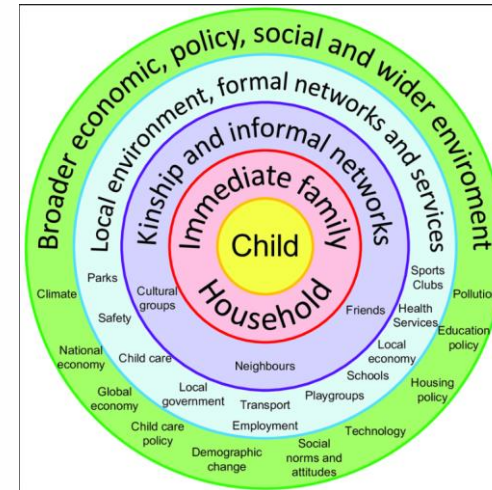


Developing Self-Regulation Skills

- The ability to manage your emotions (and behaviours)
 - aligned with the context
- To have awareness of one's thoughts, feelings, and behaviour
- To manage our thoughts, behaviour and feelings to work towards a goal and
 - **to bounce back** in response to challenge

Developing Self-Regulation Skills





Direct Skill Instruction for Self-Regulation

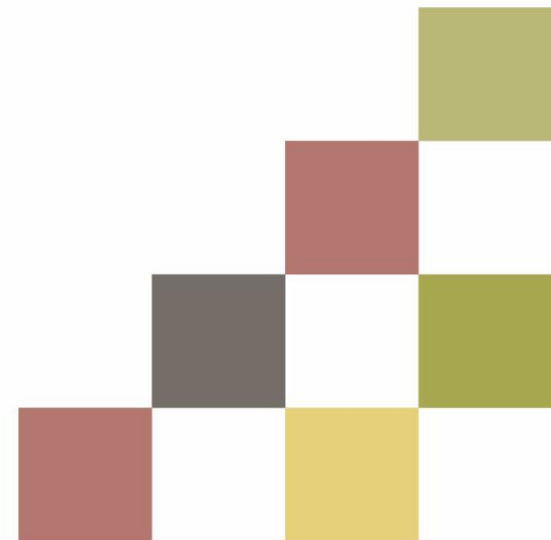
Detecting

Understanding

Labelling

Expressing

Regulating





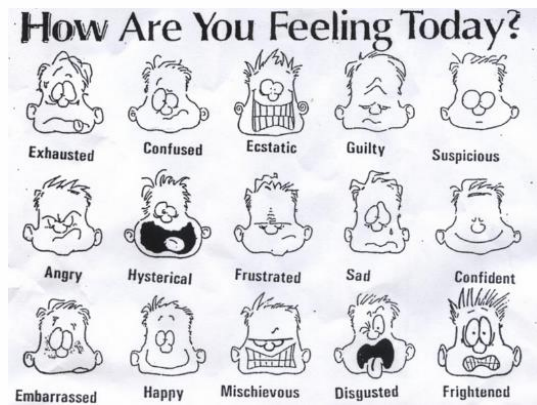
#1: Label, Externalize and Educate

- Promote emotional vocabulary and literacy
- Help separate the challenge from the child by externalizing big emotions (e.g., worry; anger)
- Understand how these emotions can get in the way
- Find examples where the child has successfully managed emotions

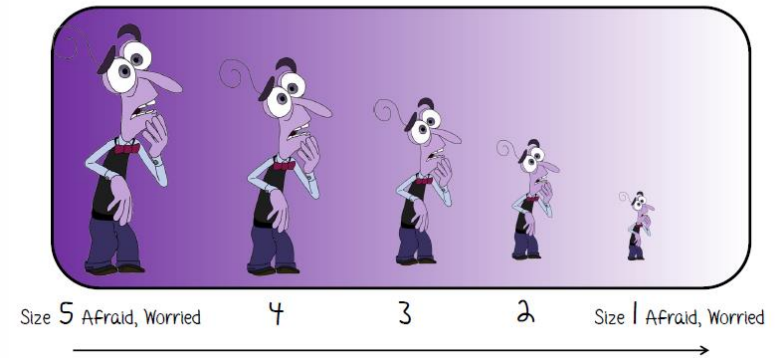


#1: Label, Externalize and Educate

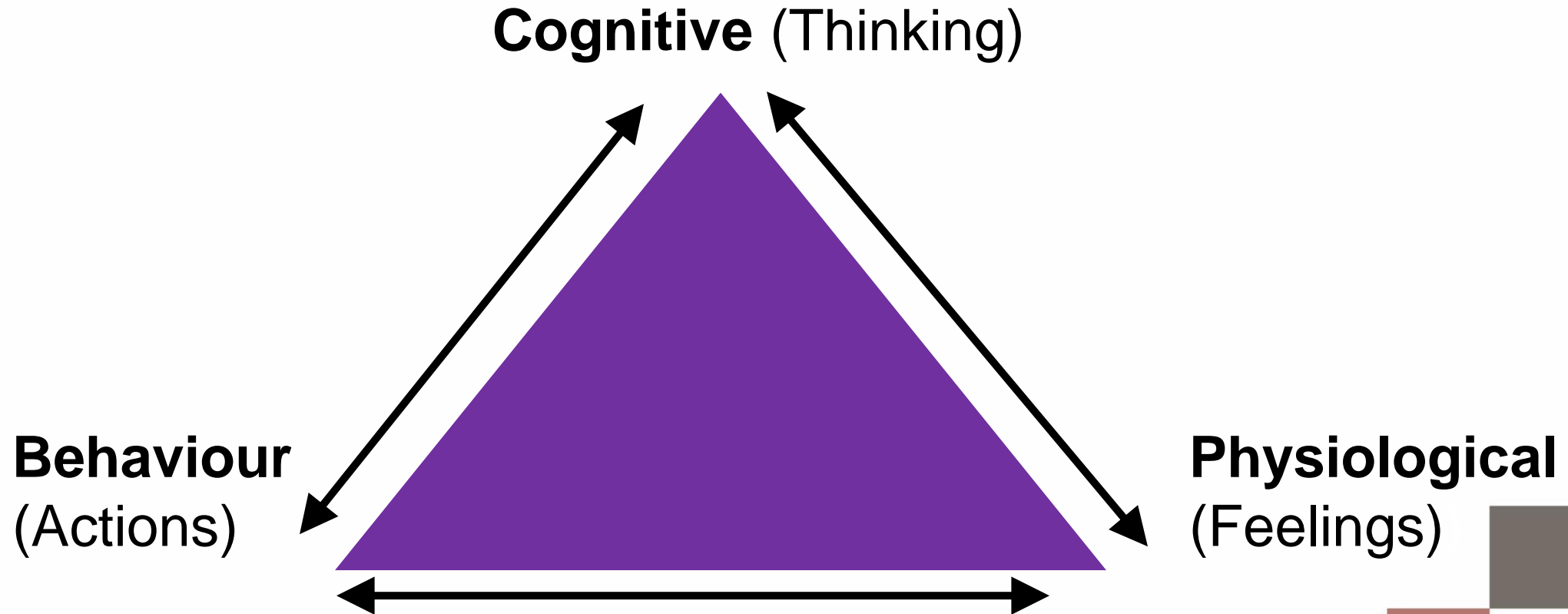
- Be curious in connecting with child
- Listen, reflect, validate, make connections
- Think about moments of challenge and success



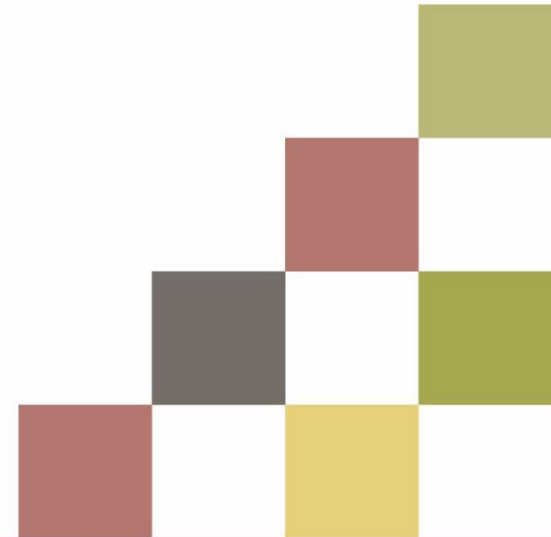
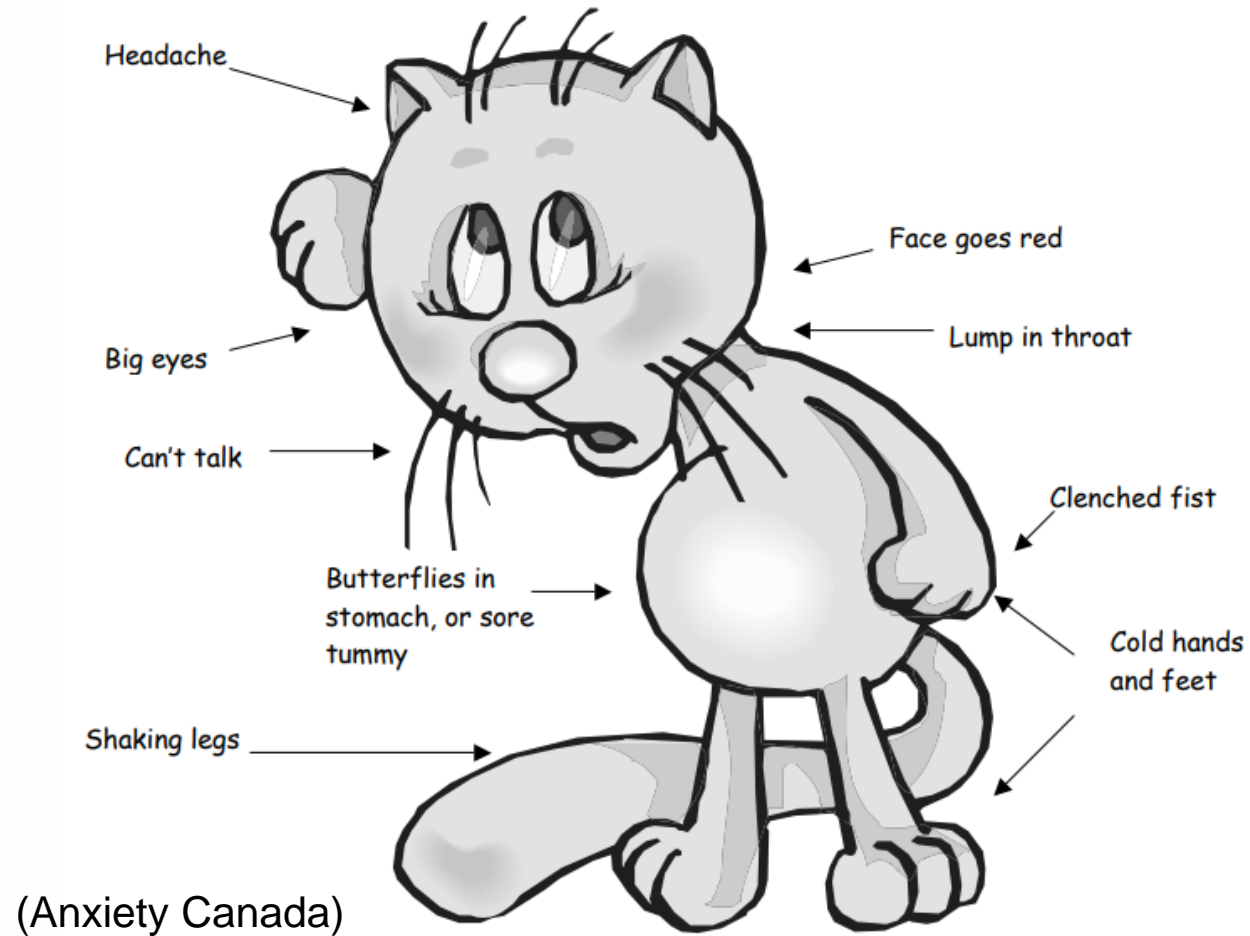
Sizes of Fear/Worried Feelings



Making the Connections



Detecting Signs of Anxiety



MY THOUGHTS AND FEELINGS

What's Happening: I'm in my bed at night and I hear a noise at the window

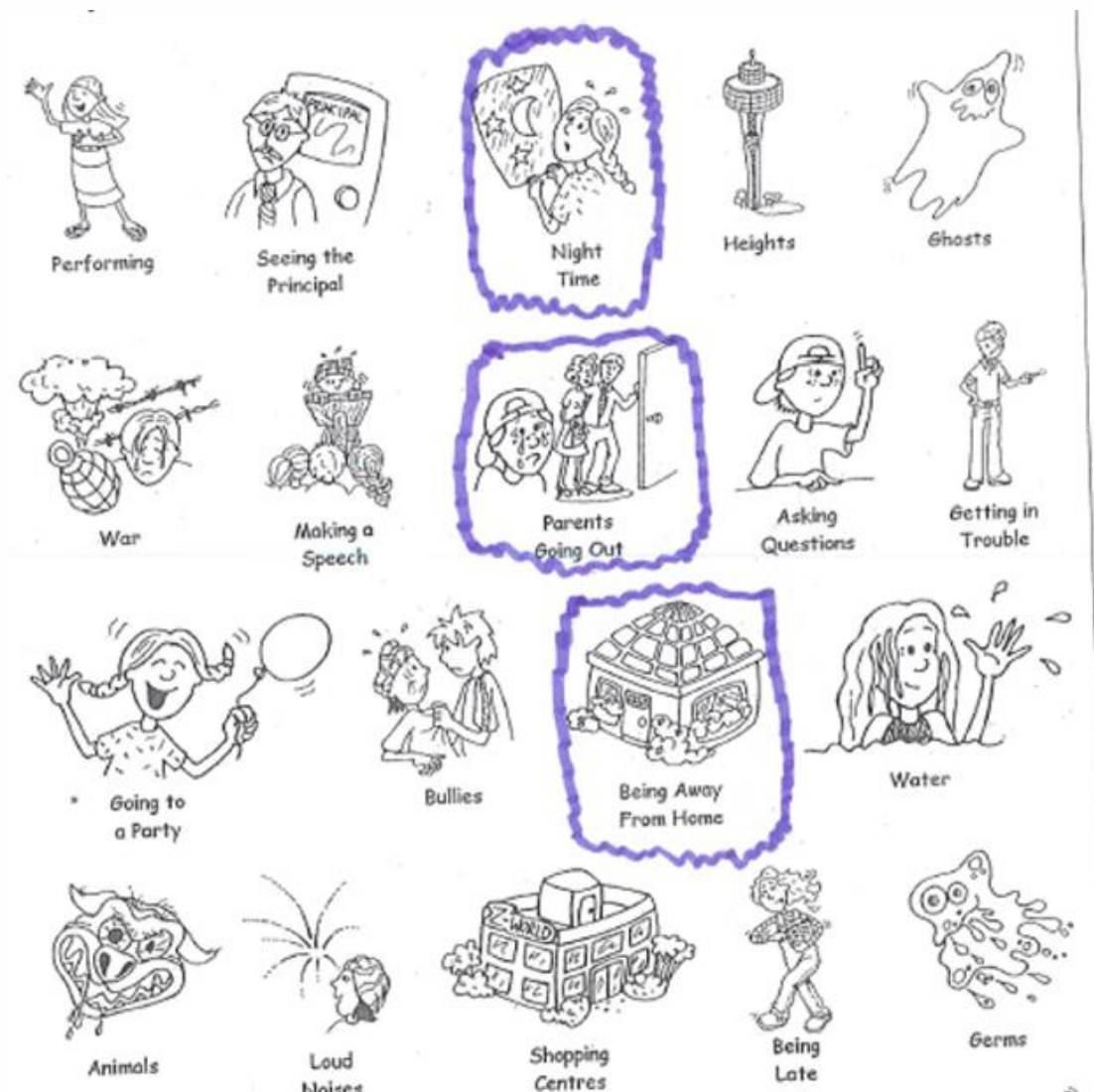


← When I think →



← I feel →

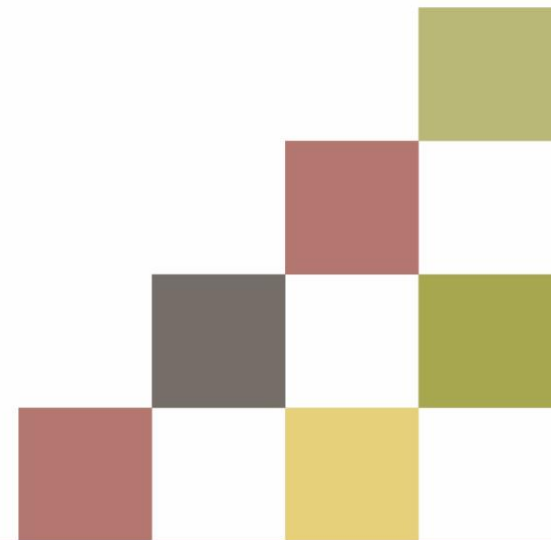
(Wagner & Jutton, 2004)



Why a Focus on Understanding?

“A more detailed **description**
leads to a more informed
prescription”

(Mel Levine)











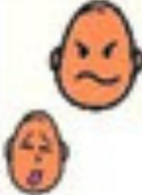


#2: Build the Emotion Toolbox

- Brainstorm + identify strategies to help manage big feelings
- Strategies appropriate for different points of self-regulation
- Be mindful of adult response: dismiss, reassure, regulate (“you’re fine”, “calm down”)



Little things can make a big difference
 Easy-to-implement, evidence-based mental health practices for elementary classrooms

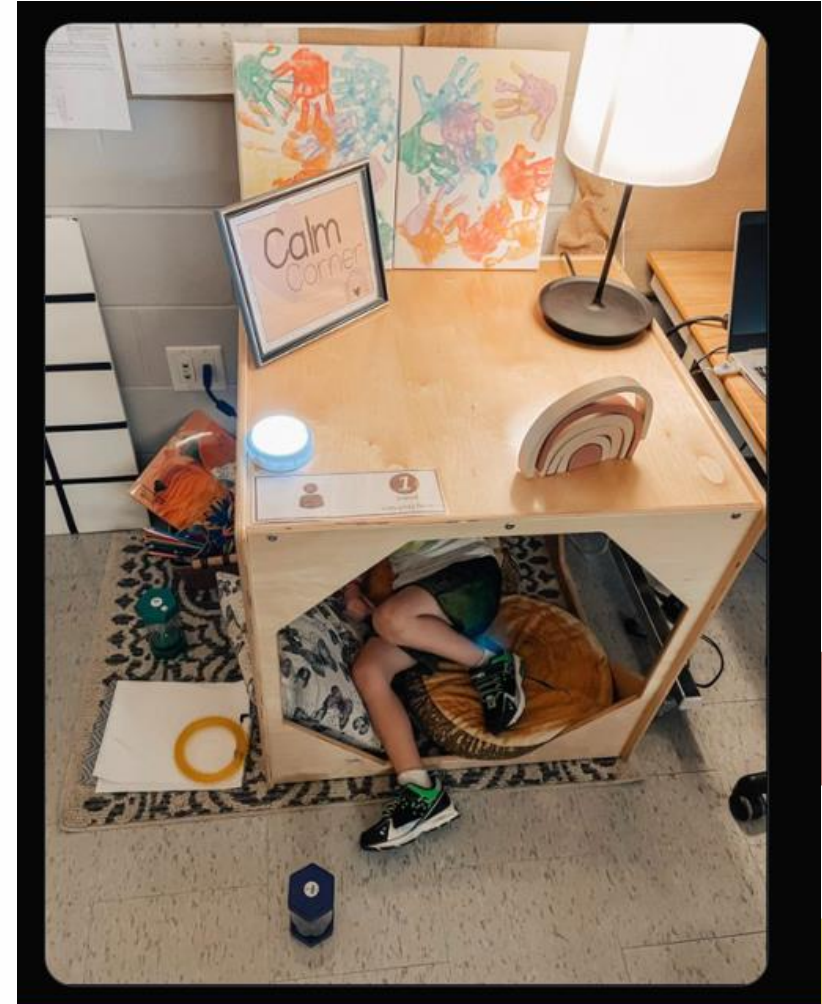
<https://smho-smso.ca/emhc/>

	Feels like	Looks like	I can
5		Screaming Hitting Kicking Running away	Go to break area  Take deep breaths  Go back to a 4
4		Yelling Not being in my space Arguing	Drink water  Take a break  Go back to a 3
3		Loud voice Not following directions	Take deep breaths  Ask for help  Go back to a 2



Jessica O'Regan @JessicaORegan2 · Sep 24

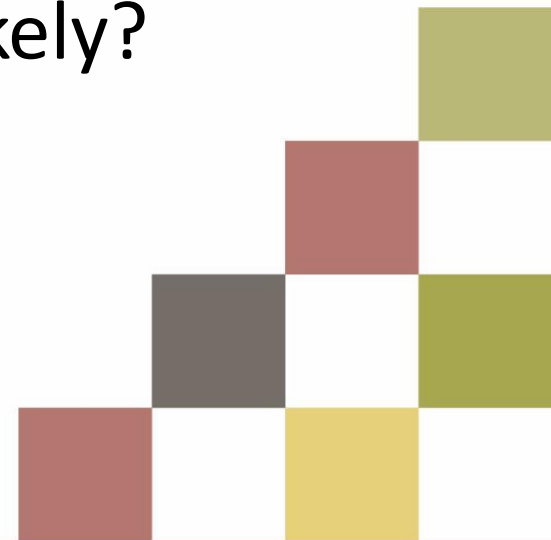
We have been working hard on creating calming spaces as a proactive strategy. Following explicit teaching about feelings and strategies for self-regulation, we want Ss accessing this space before they are escalated, not after. How can we shift from reactive to proactive?



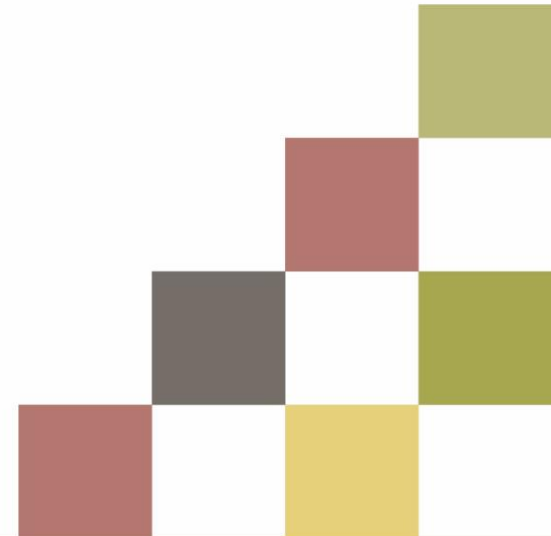
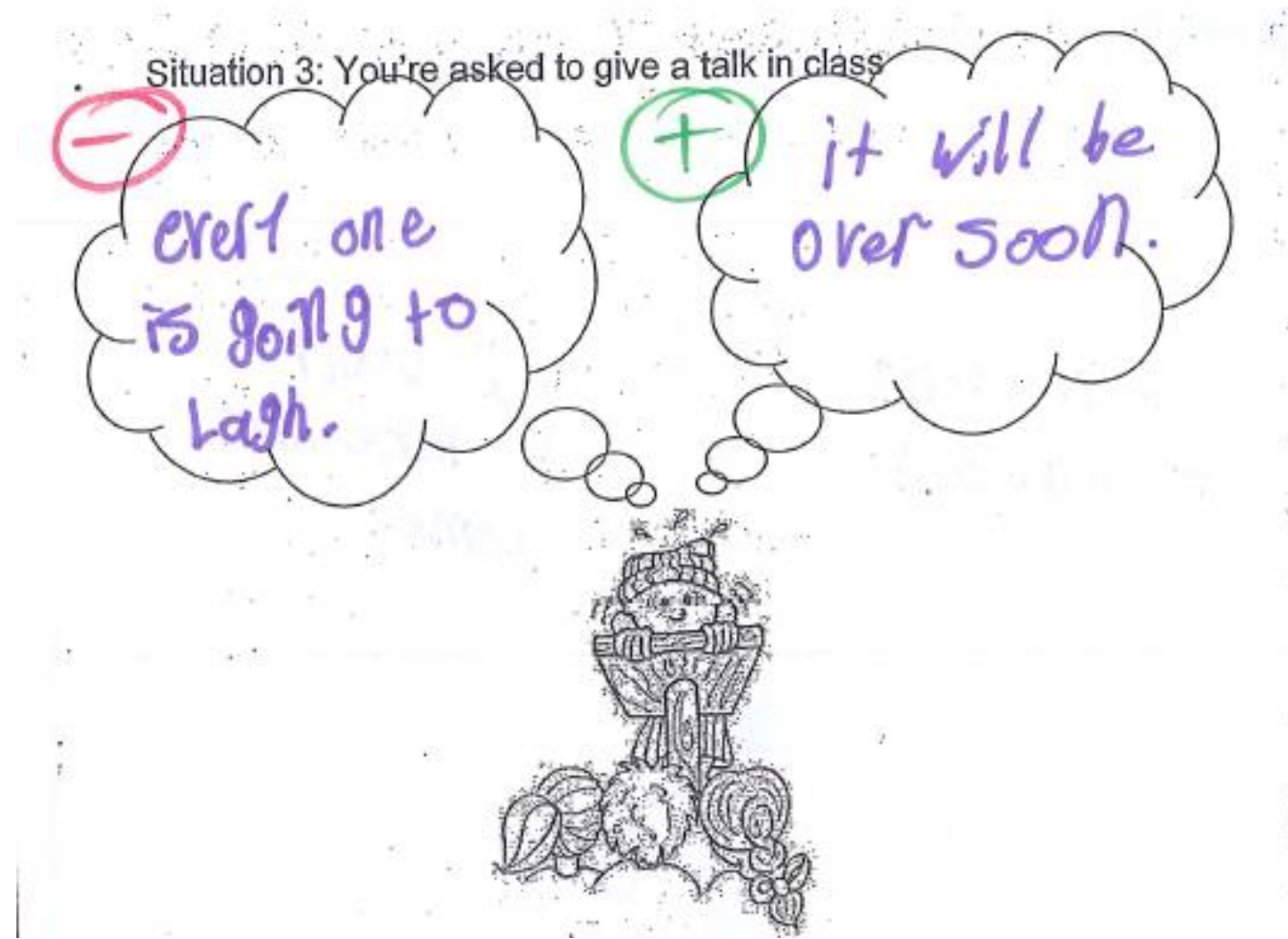
Cognitive Strategies

Realistic thinking techniques:

- What is the **evidence**?
 - Examine the alternatives
 - What is the best thing that could happen? Most likely?
 - What happened when I worried before?
 - How many times has this thing really happened?
- What is a more **realistic** or **helpful thought**?



Identifying Realistic Thoughts





#2: Build the Emotion Toolbox

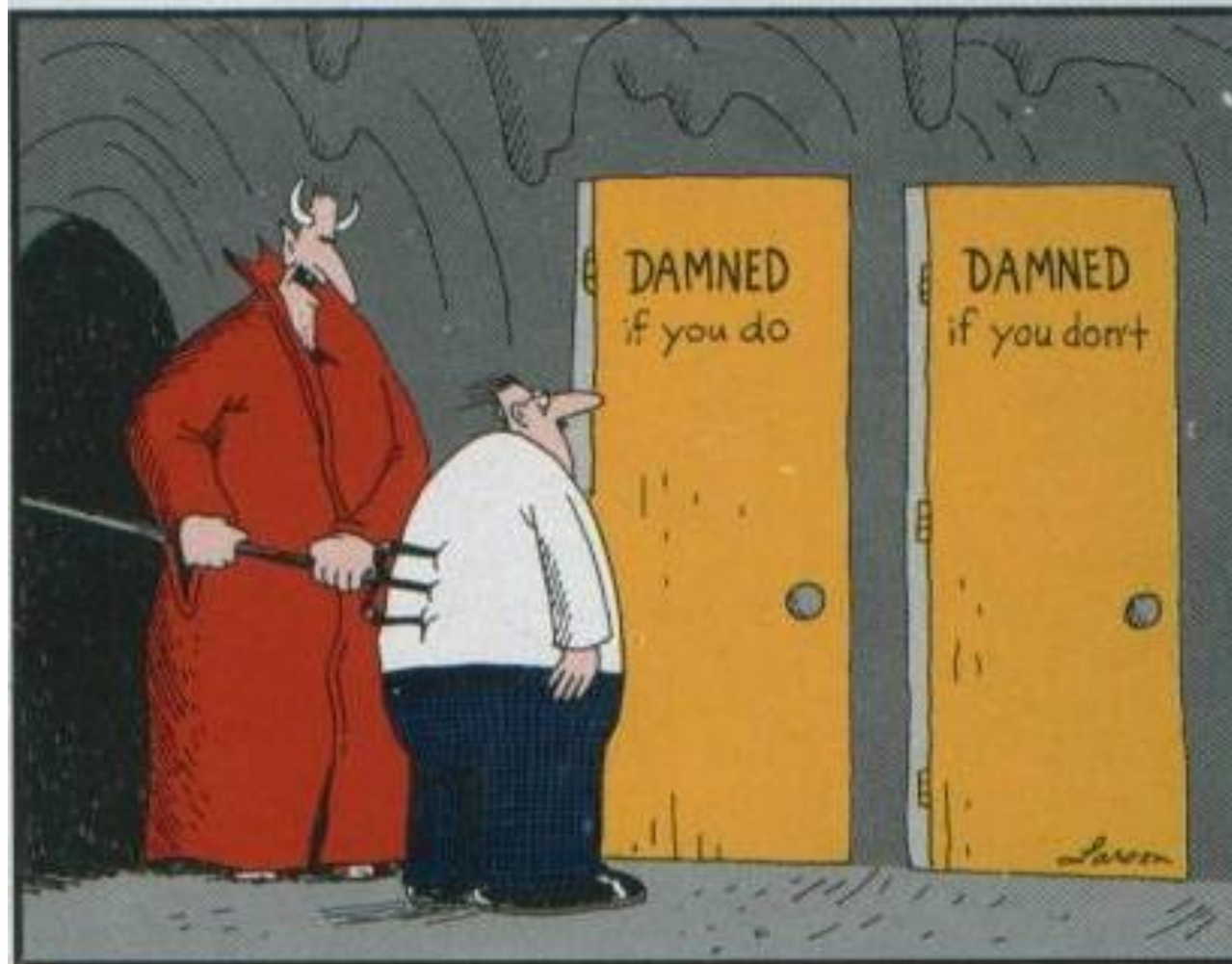
Regulating

- The ability to perform/select behaviours that allow you to better manage your emotions
- i.e., because I am feeling _____, I need to _____ to help me _____

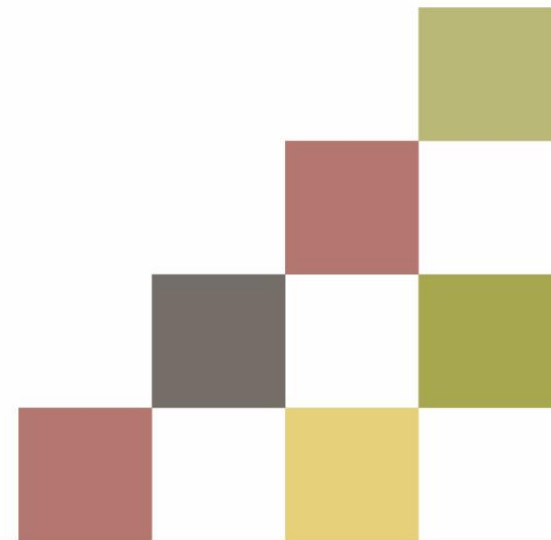


#3: Seek Opportunities to Practice (In a slow, intentional way)

- Emotions can be managed (not to be avoided)
- Intentional emotional practice **weakens** intensity of emotion
- Avoidance of emotion **strengthens** intensity emotion
- Intentional practice is an “essential ingredient” of effective treatment (exposure)
- Importance of a safety and a personalized plan



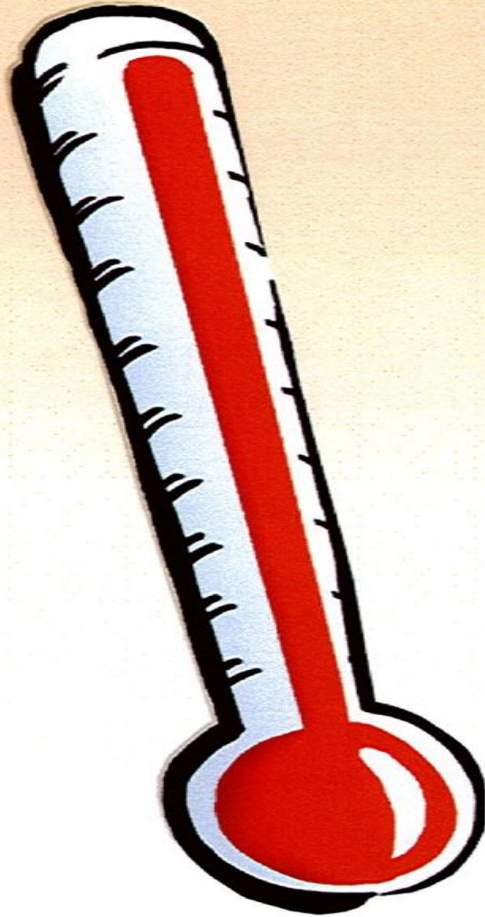
“C'mon, c'mon — it's either one or the other.”





(Wagner & Jutton, 2004)

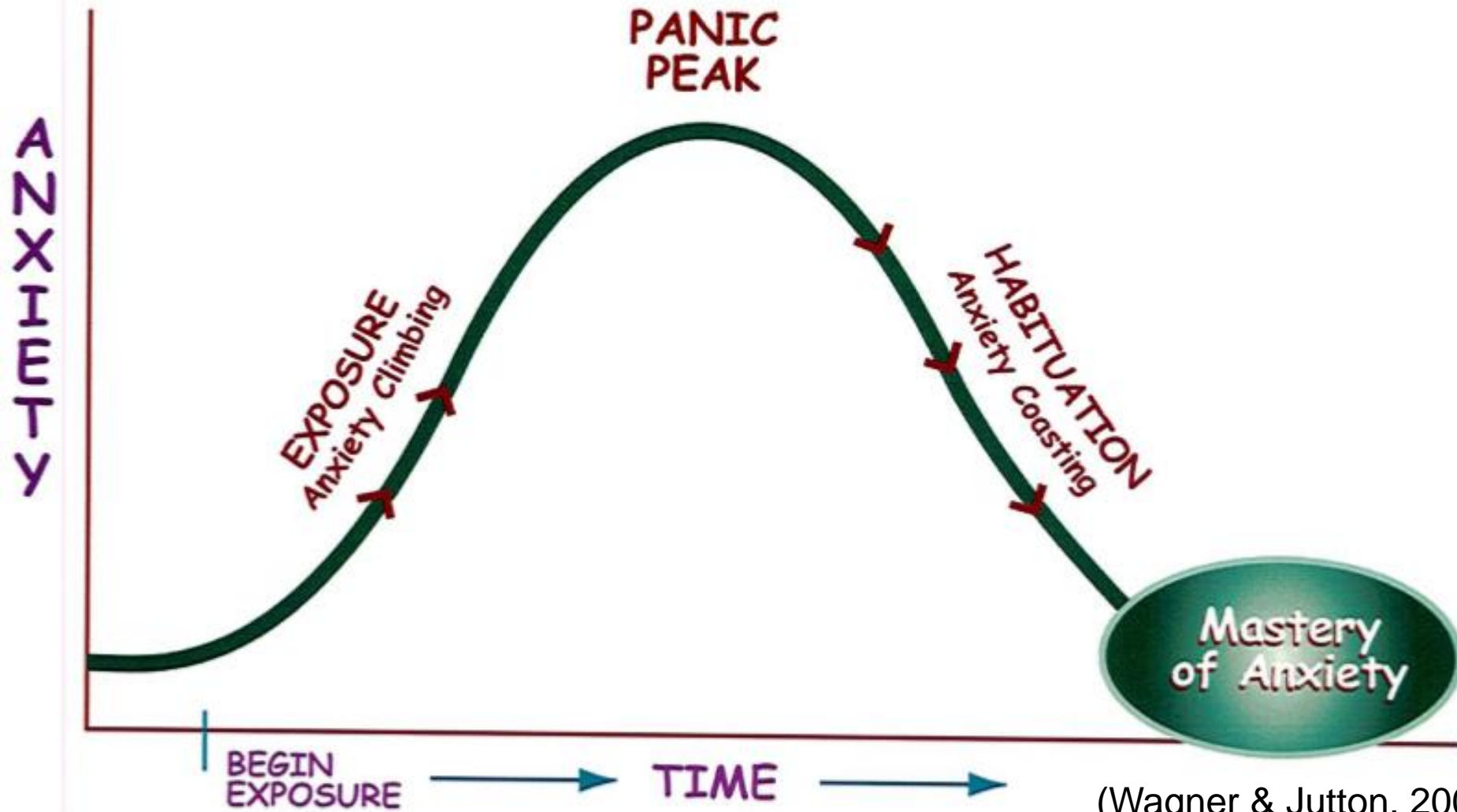
The Fearmometer



10. Out of control! **Ballistic!**
9. Can't handle it.
8. Really tough.
7. Pretty tough.
6. Getting tough.
5. Not too good.
4. Starting to bother.
3. Just a little uneasy.
2. A little twinge.
1. Piece of cake!

(Wagner & Jutton, 2004)





Exposure Based Strategies

Avoidance →

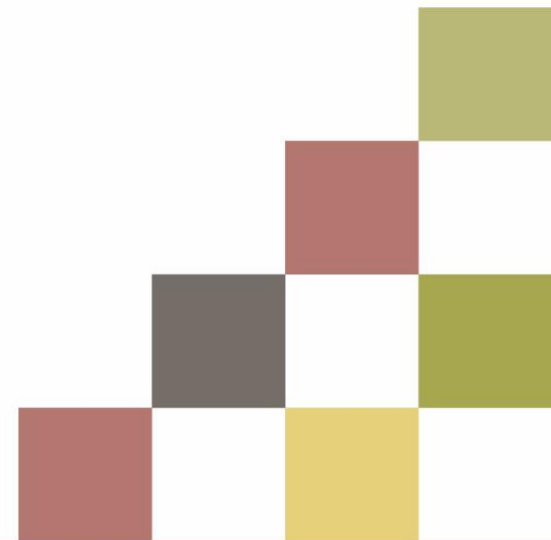


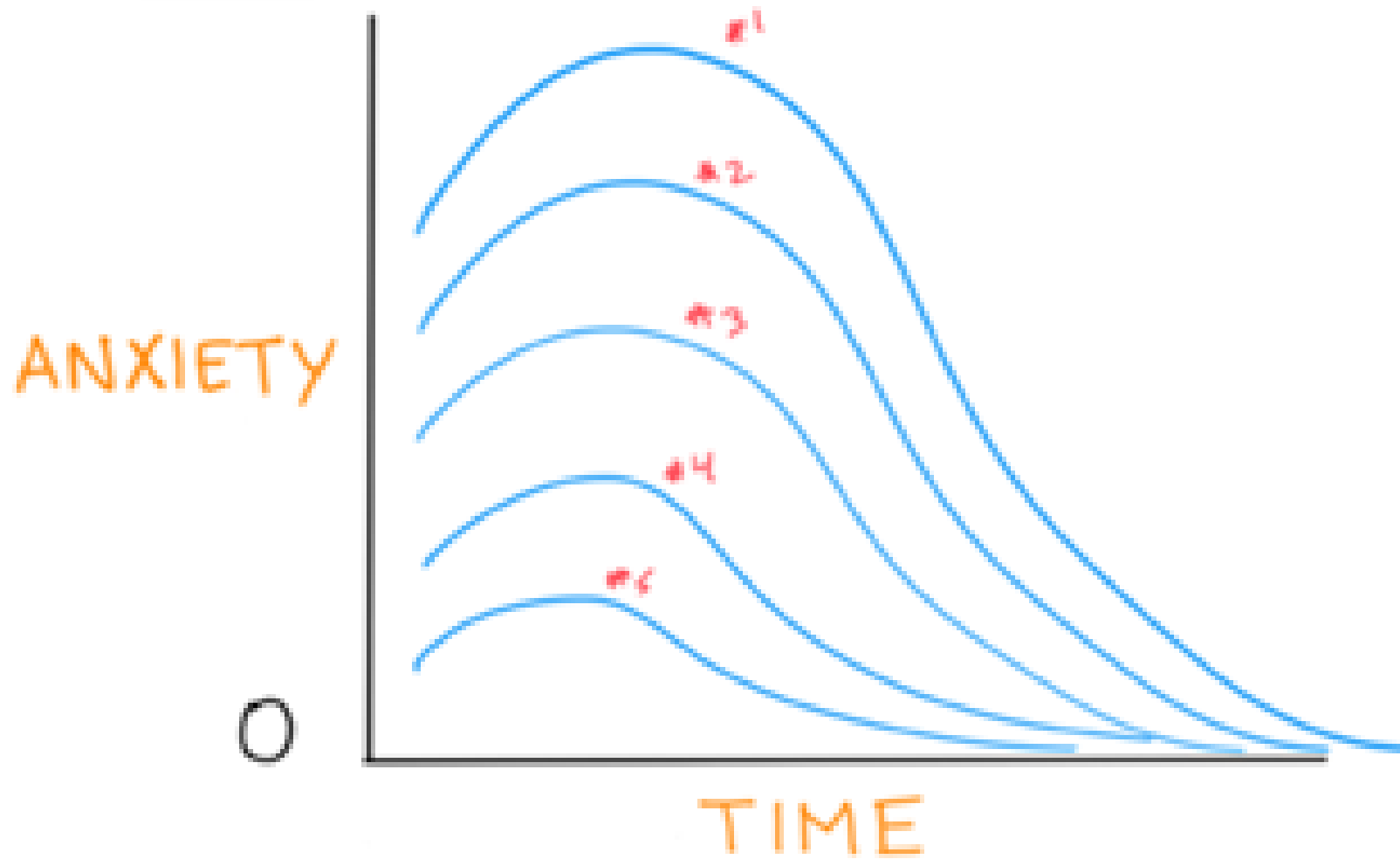
Practice + Exposure →



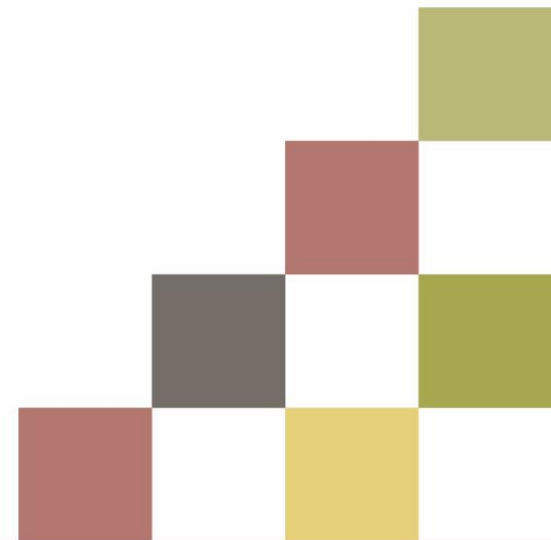
Emotion Ladder

ITEM	How scary is this item today? Please give a rating from 0-10.

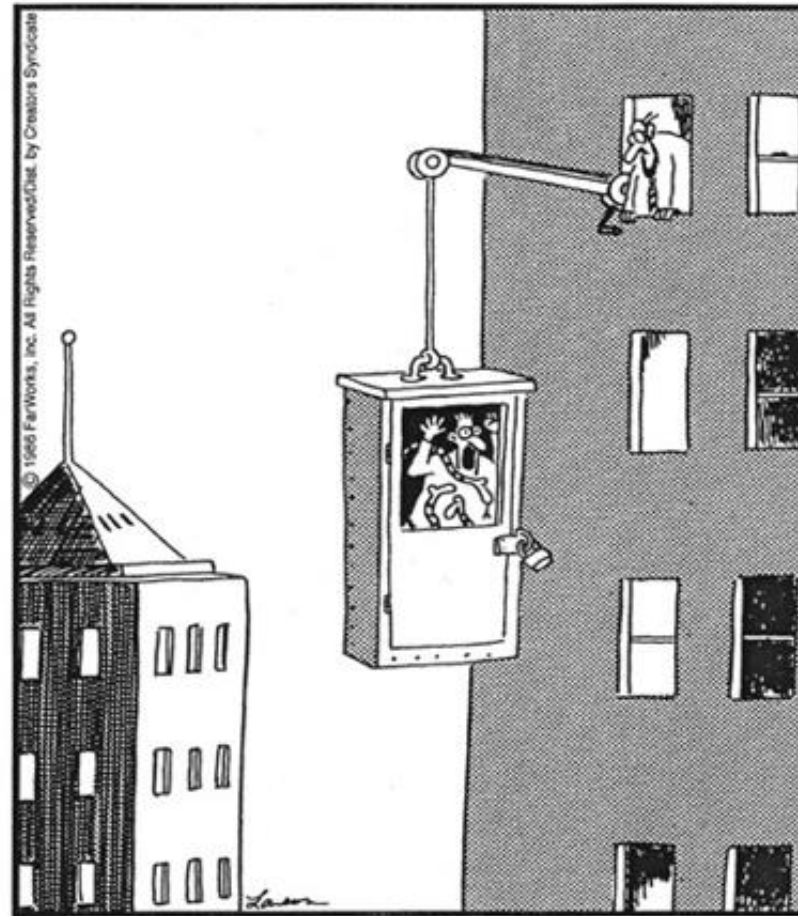




A Caution ...

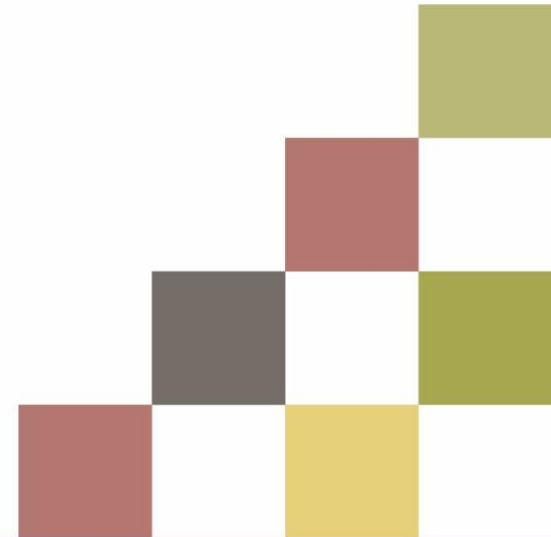


THE FAR SIDE® BY GARY LARSON

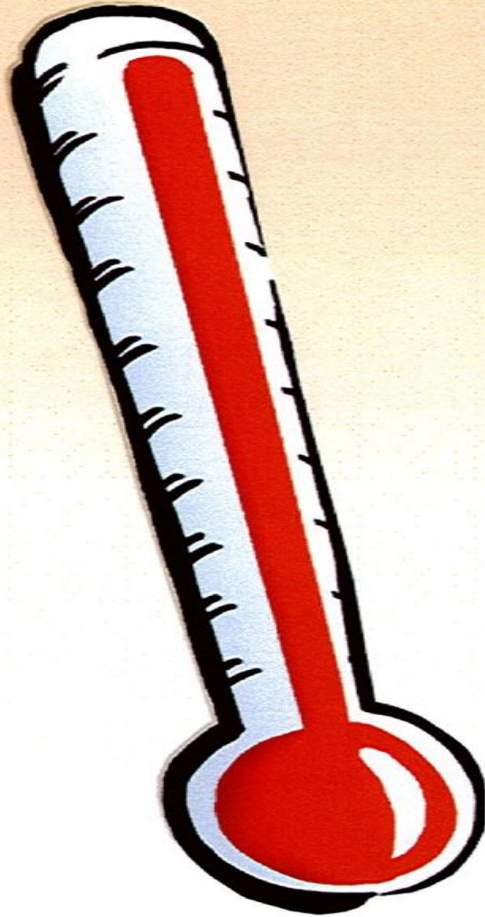


Professor Gallagher and his controversial technique of simultaneously confronting the fear of heights, snakes, and the dark.

The Far Side® by Gary Larson © 1986 FarWorks, Inc. All Rights Reserved. Used with permission.



The Fearmometer



10. Out of control! **Ballistic!**
9. Can't handle it.
8. Really tough.
7. Pretty tough.
6. Getting tough.
5. Not too good.
4. Starting to bother.
3. Just a little uneasy.
2. A little twinge.
1. Piece of cake!

(Wagner & Jutton, 2004)

A Sample Fear Ladder

“Fearmometer” Ratings

- 10 – Share his opinion about a topic in class
- 9 – Hand up in class (factual answer; not teacher checked)
- 7 – Hand up in class (factual answer; teacher checked)
- 5 – Hand up in class (nonverbal participation / survey)
- 4 – Read a book and answer opinion question (check-in with the teacher)
- 3 – Read a book and answer factual questions
- 1 – Solve math questions

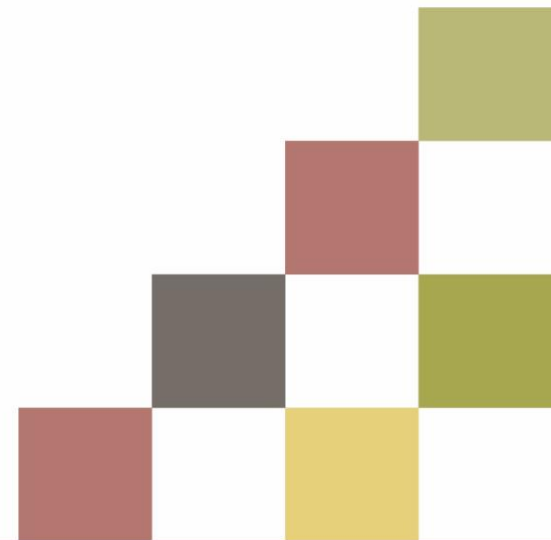


Exposure in Action



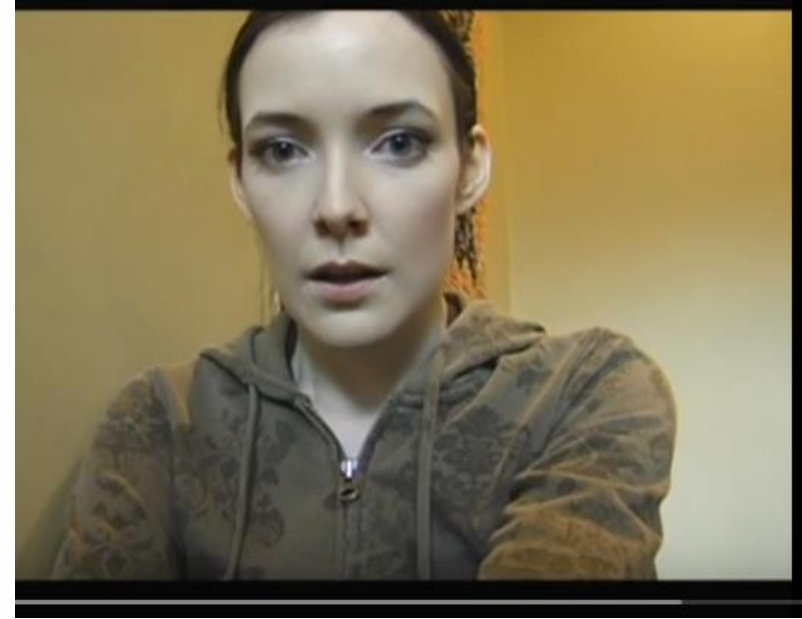
Anxiety Canada: Video Resource

<https://www.youtube.com/watch?v=rS6Ov4DsfJ0>



The Science (and Art) of Exposure

- (1) **Details** of Millie's exposure
- (2) Millie's **experience of anxiety** within the exposure
- (3) Millie's **new learning** about anxiety



Anxiety Canada: Video Resource

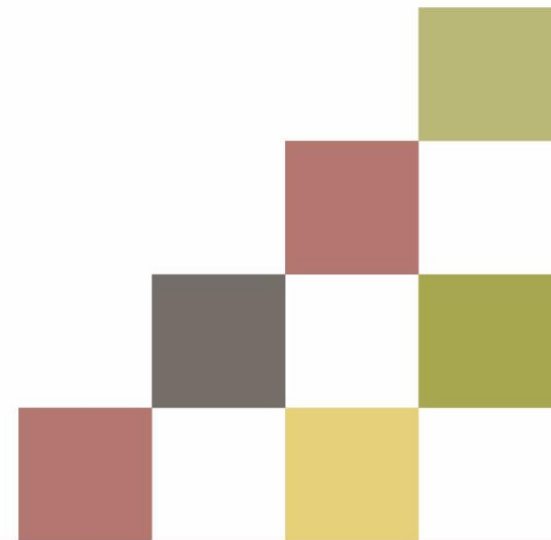
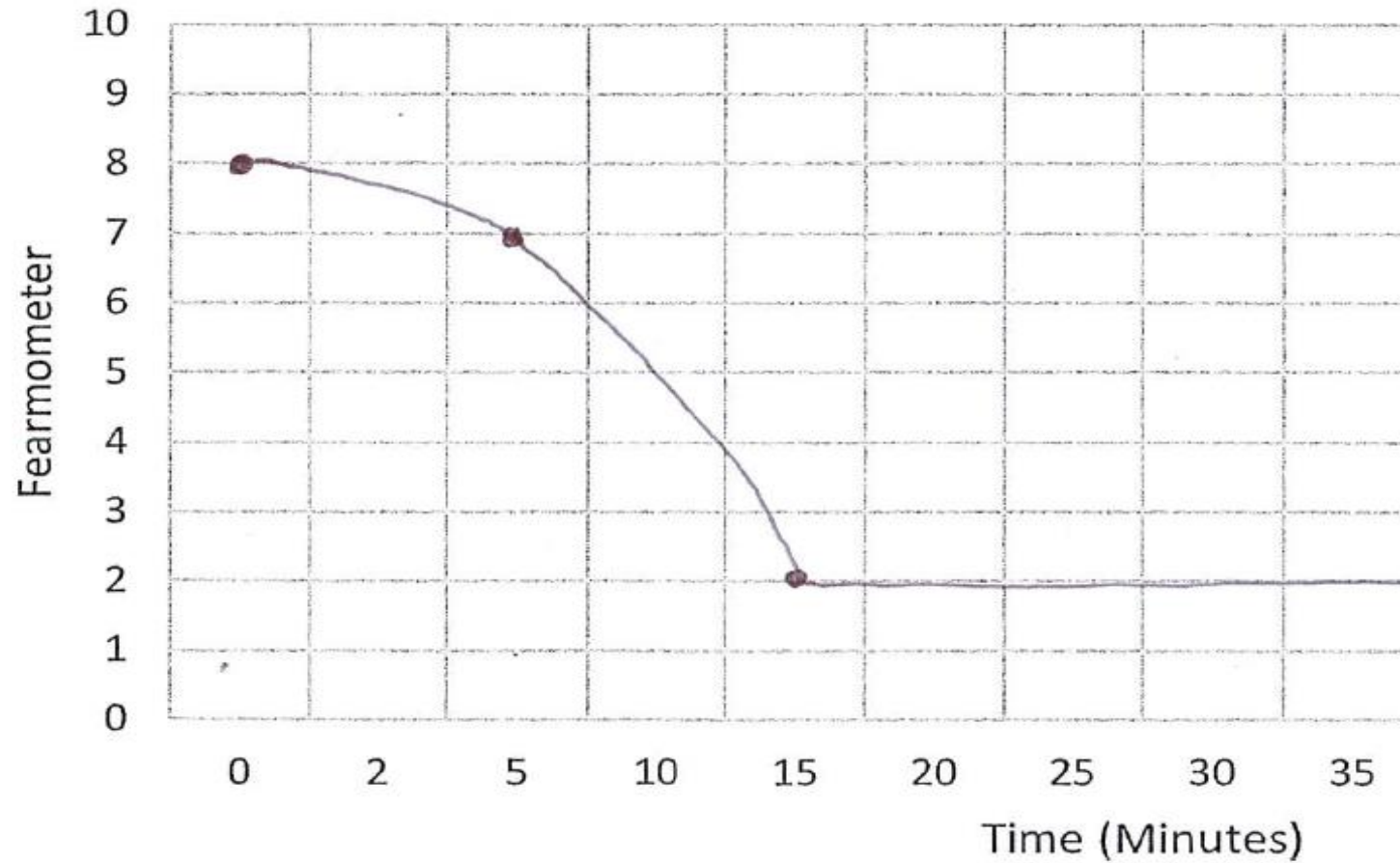
The Science (and Art) of Exposure

- (1) **Personalized** to Millie (setting)
- (2) “It was hard, **especially at first** – but I kept walking ...”
- (3) “Anxiety is **not dangerous**”
“These feelings **won’t last forever**”
“**I didn’t think** I could come here today”



Anxiety Canada: Video Resource

Exposure in Action





#4: Support Bravery and Community

- Importance of a supportive, knowledgeable adults who can support
- Be open to sharing knowledge and strategies across settings
- Celebrate growth and success!
What is the next inch? What have we learned?
- Advocate for support and understanding

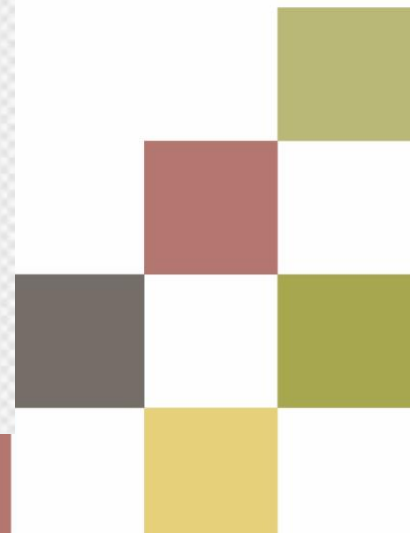
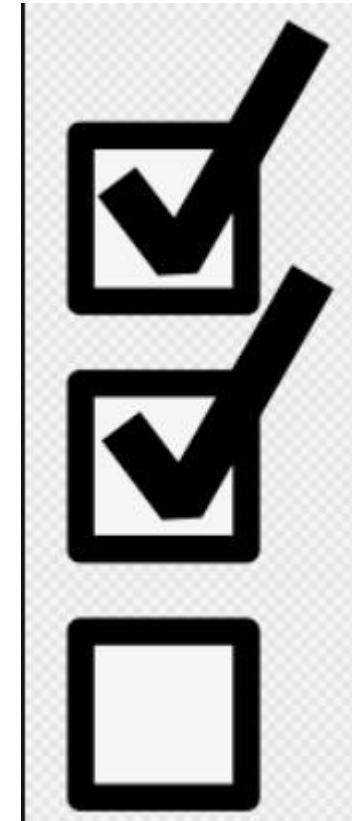


#4: Support Bravery and Community

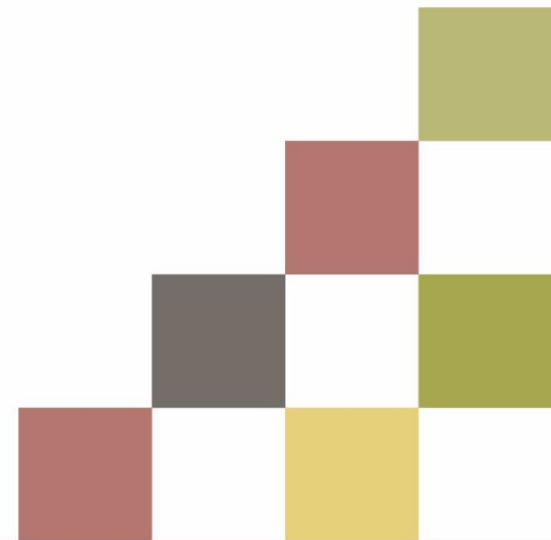
- How can we create practice opportunities for all students?
- Examine common challenges together
- What would a “ladder” look like in the classroom for tests? Presentations?
- What are the tools we use as a classroom to help calm big emotions? Can we intentionally practice this?

Take-Home Messages

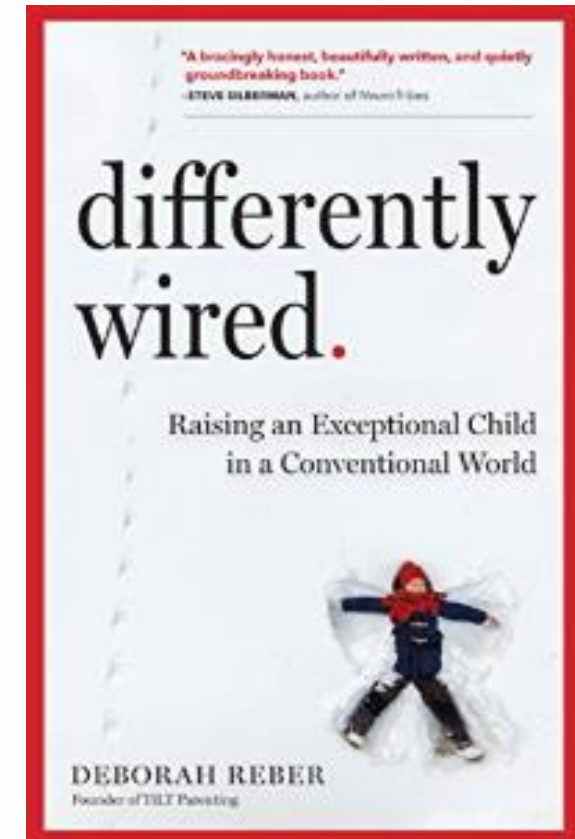
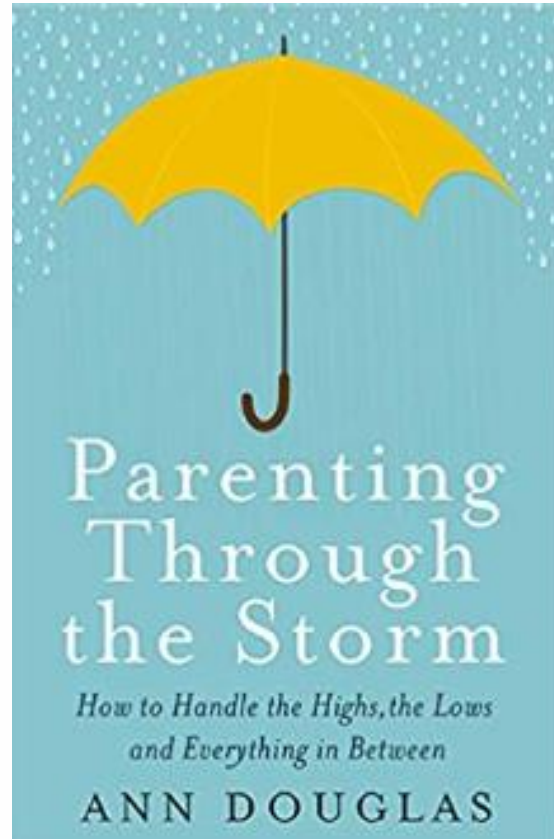
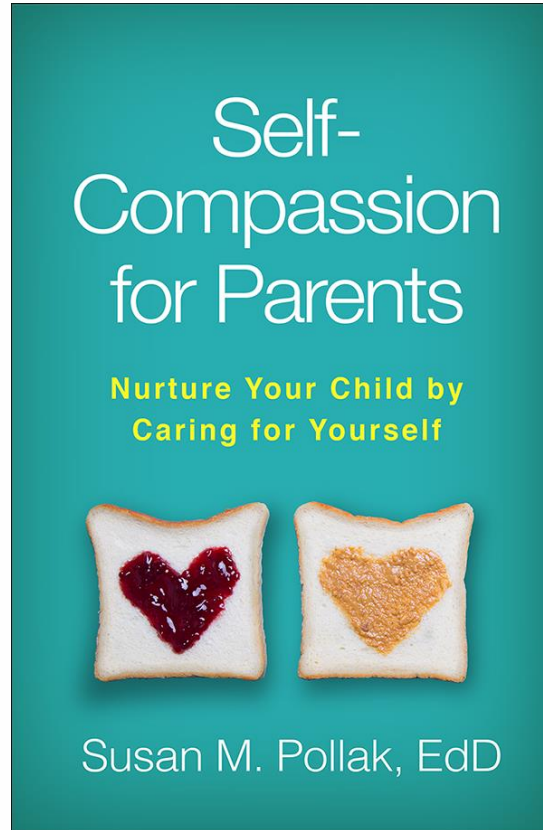
- Curiosity, compassion, collaboration
 - #1: Label, Externalize and Educate
 - #2: Build Emotion Toolbox
 - #3: Seek Opportunities to Practice
 - #4: Support Bravery + Community
- *We can do hard things!*



Thank You



Book Resources



Book Resources

SELF-REG



How to Help Your Child (and You)
Break the Stress Cycle and
Successfully Engage with Life

DR. STUART SHANKER
with Teresa Barker

The Classic Parenting Guide—More Than 500,000 Copies Sold

The Explosive Child

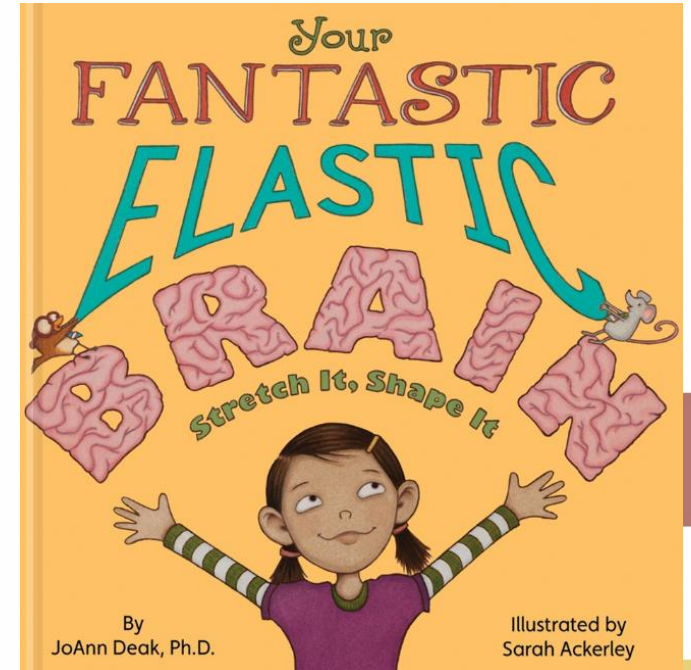
REVISED AND UPDATED

"All parents should read this book, especially those with children who are out of control."
—Edward M. Hallowell, M.D., author of *Driven to Distraction*

A New Approach
for Understanding
and Parenting
Easily Frustrated,
Chronically
Inflexible Children



Ross W. Greene, Ph.D.



Resources: Resources & Tools

<https://smho-smso.ca>

<https://cmho.org>

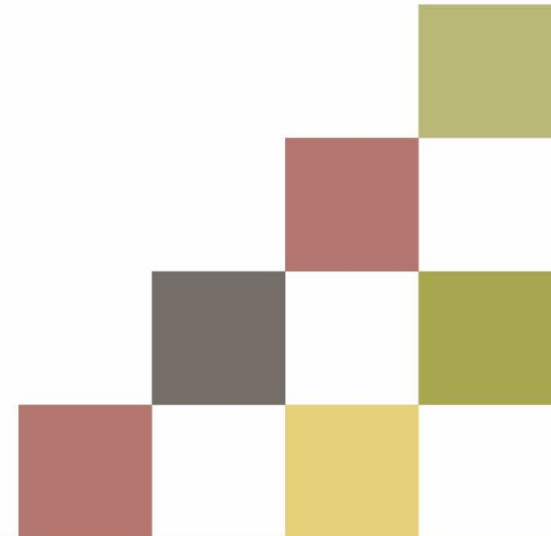


School
Mental Health
Ontario

Santé mentale
en milieu scolaire
Ontario



www.pandemic-parent.org



Resources: Resources & Tools

Saturday, November 26
Faculty of Education,
London



www.mjw-cydc.uwo.ca

Parent-Led Strategies for Child Anxiety

Anxiety Education/Training 101

A 3-hour interactive training workshop for parents and caregivers looking to help their school-aged child/youth cope with anxiety and stress.

Learn about cognitive-behavioural skills designed to help parents help their kids. Leave with a “roadmap” to help support next steps for your child/youth.

Training led by Dr. Colin King, Psychologist & Director of MJW-CYDC with support of Psychology Graduate Student Clinicians.

When:

Saturday, November 26, 2022
9:00am to 12:00pm

Thank You!

Colin King, Ph.D., C.Psych

cking73@uwo.ca

www.mjw-cydc.uwo.ca

