VIDEOCONFERENCE EVENT ID: 42769572	
OTN Service Desk: 1-866-454-6861	
•	
Handouts on CNSC website	
http://www.community-networks.ca/en/vchandouts	
COMMUNITY NETWORKS OF SPECIALIZED CARE RESCRIC COMMUNICATIONES DE SONS SPECIALIZES NORTH/NORD	
HOW TO SUBMIT YOUR FEEDBACK ABOUT TODAY'S SESSION	
Survey Monkey  Questionnaire QR Code	
✓ Survey Monkey web link: <a href="https://www.surveymonkey.com/r/Apr9EmotionRegulation">https://www.surveymonkey.com/r/Apr9EmotionRegulation</a>	



#### **EMOTION REGULATION**

The Cornerstone of Emotional, Psychiatric and Behavioural Health

Presented by Stephen White, M.A., C.Psych.



#### **LEARNING OBJECTIVES**

#### Participants will be able to:

- Explain how emotions impact problem solving and behaviour;
- List techniques which can help people learn to effectively regulate emotions; and
- 3. Identify common measures utilized to examine the short/ long-term outcomes for people using these techniques.

#### THE ROLE OF EMOTIONS

#### Emotions...

- Give us feedback
- · Help us make decisions
- · Give feedback to others
- Influence our behaviour increase or decrease
- Vital for our survival as a species

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#### **REGULATED EMOTIONS**

- Regulated = controlled or modulated
- Thinking alert, clear, focused, thinking and problem-solving are optimal
- Physical adequately energized, prepared for action, calm
- Behaviour controlled, goal-directed, organized

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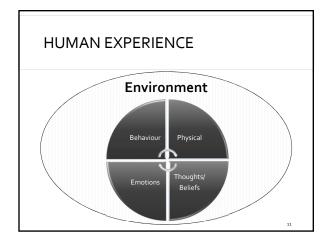
#### DYSREGULATED EMOTIONS

- Dysregulated = uncontrolled, easily changed
- Thinking distractibility, difficulty focusing, feeling scattered
- Physical physical signs of stress, physical discomfort
- Behaviour Impulsivity, risk-taking behaviour, challenging behaviour (aggression, self-injury, property destruction), suicidal and parasuicidal behaviour.

**EMOTIONS OFTEN AFFECTED** 

- Sadness
- Anger
- Happiness
- Fear

# EMOTIONS, THOUGHTS, SENSATIONS, BEHAVIOUR WHICH CAMEFIRST THE



#### THE BOTTOM LINE

Emotions influence and are influenced by our own behaviour, thoughts/beliefs, and physical functioning.

## CAUSES OF/CONTRIBUTIONS TO DYSREGULATED EMOTIONS

- Environmental
- Physical
- Cognitive
- Psychiatric/Psychological

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#### **ENVIRONMENTAL CAUSES**

- Unfamiliar environments
- Unpredictable or chaotic environments
- Environments that do not provide activities
- Environments that don't "fit" the needs or interests of the individual

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### PHYSICAL CAUSES AND CONTRIBUTORS

- Neurological problems
- Illness or injury
- Problems with sleep
- Problems with eating

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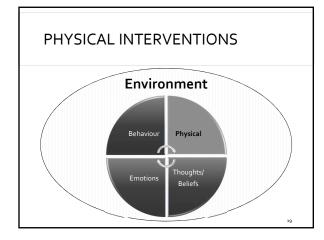
#### **COGNITIVE CAUSES**

- Effects of neurological or psychiatric difficulties
- Prior learning history expectations, habits
- Level of ID
- Expressive and receptive language problems

#### PSYCHIATRIC/PSYCHOLOGICAL CAUSES

- Psychiatric conditionsPersonality Disorders
- Mood disorders
- Anxiety disorders
- Issues related to early life experiences
- Effects of psychological trauma

# **INTERVENTIONS Environment**



#### PHYSICAL INTERVENTIONS

- Treat/prevent illness
- Healthy diet
- Exercise
- Sleep hygiene
- Self-care
- Address sensory needs
- Physical therapies (massage, physio, chiropractic)

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# BEHAVIOURAL INTERVENTIONS Behaviour Physical Thoughts/Beliefs

#### **BEHAVIOURAL INTERVENTIONS**

- •Behavioural skills teaching
- Relaxation training
- •Exposure therapy
- Opposite to emotion actions
- Role playing

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#### **COGNITIVE INTERVENTIONS**



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#### **COGNITIVE INTERVENTIONS**

- •Cognitive strategies (identifying hot thoughts, core beliefs, balancing thoughts)
- Mindfulness
- Distraction
- Planning

# Environment Environment



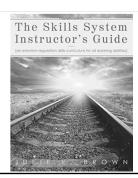
#### **ENVIRONMENTAL INTERVENTIONS**

- Environmental accommodations
- Environmental engineering
- Person centered planning
- Provide activities that require some focusing
- Provide patient coaching

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#### A COMPREHENSIVE APPROACH

The Skills System



#### BACKGROUND - SKILLS SYSTEM

- Created by Julie Brown, M.SW. Adaptation of DBT skills so as to be accessible to all learning levels
- Preliminary study showed promising results

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#### THE SKILLS SYSTEM

- "A set of nine skills and three system rules that helps the individual cope with life's challenges" – Julie Brown (2013)
- To reduce challenging behaviour by increasing behavioural skills
- Increase emotion regulation skills
- Increase effective problem solving skills
- Improve social skills

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#### **STRUCTURE**

- Weekly classes of 60-120 minute duration
- •12-week cycle most people go through 2-3 cycles ("E-Spirals")
- Skills coaches = Clinicians of any type or experienced professional support workers
- Skills coaches help with integration and practicing of skills

#### **STRUCTURE**

- Skills coaches meet with each client at least once weekly, in addition to the time they spend in group (often combine the two appointments so information is fresh)
- Professional support or family member with whom they live attends as well to promote generalization to home

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#### **SESSION STRUCTURE**

- · Mindfulness exercise
- Skills Review
- Homework review
- Explore existing knowledge base (E-Spiral 1)

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#### **SESSION STRUCTURE**

- Encoding phase teaching the new topic (E-Spiral 2)
- Elaboration Linking previous and new learning (E-Spiral 3)
- Ending Orienting to skills application and homework
- Mindfulness Exercise

THE SKILLS LIST	
1. Clear Picture	
2. On-Track Thinking 🖺	
3. On-Track Action	
4. Safety Plan Safety	
5. New-Me Activities 💞	
	]
THE SKILLS LIST	
6. Problem Solving	
7. Expressing Myself 🏖	
8. Getting It Right	
9. Relationship Care	
	_
HOW SKILLS HELP	
All-the-Time Skills	
1. Clear Picture: Clear Picture helps me notice what is happening inside and outside of me <i>right now</i> .	
2. On-Track Thinking: On-Track Thinking helps me think things through to do what works to reach my goals.	
3. On-Track Action: Once I get a Clear Picture and have On-Track Thinking, I take an On-Track Action to do something positive to move towards my goals.	
4. Safety Plan: I use a Safety Plan to handle risky situations that come my way.	
5. New-Me Activities: I do New-Me Activities to help me focus my attention, distract me, make me feel better, and to have fun. 36	

#### **HOW SKILLS HELP**

#### Calm Only Skills



6. **Problem Solving**: Problem Solving helps me fix situations in my life, so that I can be happier and reach my goals.



Expressing Myself: Expressing Myself helps me to share what is inside of me with people and the world around me.



 Getting It Right: Getting It Right helps me work with people to get what I want.



Relationship Care: Relationship Care helps me understand how to have on-track relationships with myself and others.
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The Skills System- Handout 3

#### How I Use the Skills System

#### a,

# FEELINGS RATING SCALE , 0-1-2-3-4-5



The Feelings Rating Scale is a 0-1-2-3-4-5 scale I use to rate how strong my feelings are. The Feelings Rating Scale helps me know what skills and how many skills I need to use in a situation.

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# Overwhelming Feeling: Harming myself, others, or property FEELINGS RATING SCALE Small Feeling Tray Feeling 163 Countable 1911 Julie E. Rossen. 39

b. & Cotogorios of Chille	
All-the-Time Calm Only	
There are two Categories of Skills: All-the-Time skills and	
Calm Only skills. I can use All-the-Time skills at any level of emotion: 0-1-2-3-4-5. I can only use Calm Only skills when I am at a 0-1-2-3 emotion.	
40	
	1
Once I know my Level of Emotion (0-1-2-3-4-5), I know what Category of Skills I can use:	
1. Clear Picture	
2. On-Track Thinking	
3. On-Track Action	
4. Safety Plan Safety Plan	
5. New-Me Activities	
4-	
R Drahlan Calaina	
6. Problem Solving Calm Only Skills	
7. Expressing Myself	
8. Getting It Right	
9. Relationship Care	
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## Recipe for Skills

The Recipe for Skills helps me know how many skills I need to use in a situation. The Recipe tells me to add 1 skill for every level of emotion. So, if I am at a 3 sad, I need to use 4 skills.

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#### Recipe for Skills

Once I know my level of emotion (0-1-2-3-4-5), I use the Recipe for Skills to decide how many Skills to use to DO WHAT WORKS in the situation Skill Masters use EVEN MORE!!!

#### Combine 1 skill

#### for EVERY level of Emotion:

Level O Feeling= 1 Skill

Level 1 Feeling= 2 Skills

Level 2 Feeling= 3 Skills

Level 3 Feeling= 4 Skills

Level 4 Feeling= 5 Skills

Level 5 Feeling= 6 Skills



#### **CLEAR PICTURE**







1. Breathe

2. Notice Surroundings





4. Label and Rate Emotions



5. Notice Thoughts 6. Notice Urges

#### NCNSC SKILLS SYSTEM GROUP

- History lesson...
- Partnership between MCSS, MOH and Justice
- Northern representation
- Unplugged Groups
- Plugged in Groups

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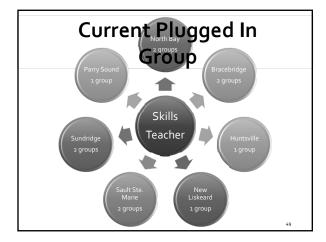
### DIFFERENT LEVELS OF THE SERVICE SYSTEM

- Hospital-based groups 2
- Community Mental Health-based groups 3
- MCSS Clinical service provider groups -4
- Community Living Organizations 2

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#### NCNSC SKILLS SYSTEM GROUP

43 Participants 10 Facilitators Coaches at each site



### EVALUATION OF TREATMENT OUTCOMES

- Pre-post testing using measures of emotional and behavioural health:
- Burns Depression Inventory
- Beck Anxiety Inventory
- The Satisfaction with Life Scale
- Scales of Independent Behaviour Problem Behaviours subscale
- Retrospective measures of behavioural regulation (serious occurrences, visits to the emergency department, hospitalizations, and arrests).

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#### NCNSC SKILLS SYSTEM GROUP

- •Evaluation project in the works
- Collaborating with Julie Brown in research and development of new materials
- Working with the Eastern Network's unplugged groups

#### **IN CLOSING**

- For people with problems with emotion regulation, challenging behaviours are often a direct result of dysregulated emotions OR solutions to dysregulated emotions
- Lots of options for interventions or accommodations but tailored to unique needs of the individual
- When someone is above a 3, DON'TTRYTO PROBLEM SOLVE

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#### **IN CLOSING**

- · When **YOU** are above a 3, DON'T TRY TO PROBLEM SOLVE
- Learning of skills and demonstration of learned skills needs to happen when emotions are at a 3 or below
- Comprehensive approaches are probably best for people with more complex problems

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#### SUGGESTED READINGS

- Brown, Julie; Brown, Milton; & DiBiasio, Page (2013) Treating Individuals With Intellectual Disabilities and Challenging Behaviours With Dialectical Behaviour Therapy. Journal of Mental Health Research in Intellectual Disabilities, 6:280-303
- Brown, Julie (2011) The Skills System Instructor's Guide: An Emotion-Regulation Skills Curriculum for all Learning Abilities). Bloomington, IN:iUniverse

Questions?	
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