Teaching Children Self-Regulation Skills
“Using Growth Mindset”

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Agenda & Learned Outcomes

- Working Knowledge of Growth Mindset
- How to get kids to talk using 5 emotion based language
- Conversation starters
- Assessing for Mental Health Issues
- Interventions & Self Care
I have a **GROWTH MINDSET**.
I am in charge of how smart I am because I can **GROW my BRAIN** like a muscle by learning hard things.

I can **achieve ANYTHING with EFFORT and RIGHT STRATEGIES.** And when I fail or make a mistake, it is a **GREAT** thing, because I can **LEARN** from them and **I GET BETTER!**

*Big Life Journal*

[www.biglifejournal.com](http://www.biglifejournal.com)
Growth Mindset vs. Fixed Mindset

**Growth Mindset**
- Embraces challenges
- Learns from feedback and criticism
- Intelligence and talent can be developed
- More effort
- Keeps trying and never gives up
- Persists in the face of setbacks
- Inspired by others’ success
- I will learn from failure
- This will take time and hard work
- I want to keep learning

**Fixed Mindset**
- Avoids challenges
- Ignores criticism
- Intelligence and talent is fixed
- Less effort
- Gives up easily
- I am a failure
- Threatened by the success of others
- I always fail
- I will never improve
- Why should I bother?
Growth Mindset

- In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment.

- Teaching a growth mindset creates motivation and productivity in the worlds of business, education, sports and enhances relationships

  Mindset - Carol Dweck

- How to test your own Mindset:
Growth Mindset
Change your Narrative

How much you are willing to change your narrative of your daily activities.

“Carol Dweck Clarifies the Growth Mindset as the Approach is widely adopted in Educational Settings”:

It's okay to not know. It's not okay to not try.
How to get kids to talk

1. Let go of your need to give suggestions or advice
2. Value Emotions
   - Use open ended emotion-based questions
   - Give them attention
   - Use Language that encourages them to give details
   - Emotions are valued if you allow them to express them

How to talk so kids will listen and how to listen so kids will talk.

- Adele Faber and Elaine Mazlish
Use Open Ended Emotion Based Questions
5 Basic Emotions

Elementary: Joy, Sadness, Fear, Anger, Disgust
Adolescents: Frustrated, Irritated, Rejected, Disappointed, Lonely

1. Kids respond better to specific questions much more than generic or logical.
2. When we say no, do it my way, it gives them a sense of denial of feelings
3. Most kids believe that their parents give unsolicited advice all too often

Inside Out Movie
Paul Ekman’s guide to the movie is listed below
https://www.paulekman.com/parentsguide/
Kids Listen When We

- Talk to them in a nonjudgmental understanding manner
- Without threat of consequences if they do not listen
- Speak in short sentences with clear language
- Check in with them for understanding
- Allow them to interrupt, sometimes excessively
- Realize that we need to meet them where they are at and build up from there rather than try to convince them of our perspective
Conversation Starters

1. How did you help a friend today?
2. How did you help your teacher?
3. What games did you play at recess?
4. What was something that made you laugh?
5. What was something that made you mad?
6. What did you write today?
7. What did you work on in art?
8. What game did you learn in PE?
9. Tell me about the book that you read?
10. Tell me something you did well?
11. Who did you sit by at lunch?
12. Who would you sit by if you had your choice, why?
We need to know about their lives if we don’t we will

- We miss out on the fun stories
- We lead separate lives to some degree
- We don’t enjoy our kids as much as we want to
- We are a bit sad
- We may not know that they are sad, anxious, angry
- They make choices without our input
- They let others influence them more than us.
Assessing a mental health issue
what’s normal development

- A recent CDC report identified children aged 3-17 years that were identified as having a current diagnosis of:
  - Attention-deficit/hyperactivity disorder (ADHD) (6.8%)
  - Behavioral or conduct problems (3.5%)
  - Anxiety (3.0%)
  - Depression (2.1%)
  - Autism spectrum disorder (1.1%)
  - Tourette syndrome (0.2%) (among children aged 6-17 years)

https://www.cdc.gov/childrensmentalhealth/data.html
How do I screen my child

- There are many online resources to initially screen your child for mental health concerns.

- I brought a copy of the Penn State Worry Questionnaire for Children. It is a great example of the tools that are out there to identify whether your child has mental health concerns.
How do I screen myself for Parental Stress

- There are a few measures out there available to clinician’s.
- Building awareness is key to change.
- Parental Stress Scale
- Self Care List
What do I do next

- Discuss the worry scale results with your child
- Be honest with them what your concerns
- Develop a plan to decrease their stress
- Emphasize how they can control their world more than they believe
- Start discussing the Cognitive Triad:

  Thoughts  
  Feelings  
  Behaviors

Our Thoughts lead to our Behaviors, that lead to our feelings that lead to our thoughts, that lead to our behaviors that lead to our feelings. It is a cycle...
Regulate, Reason & Relate

- Listen to them as often as possible
- Watch their favorite YouTube shows with them
- Study what they are into
- Know their friends
- Family night games
STOP SAYING “You are so smart” AND START SAYING...

1. You tried really hard on that.
"Have no fear of perfection. You'll never reach it anyways."

—Salvador Dalí
Have you filled a bucket today?

- Build up their self esteem and confidence through simple and specific observations
- Many schools have read “Have you filled a Bucket Today?”
- “You love your mom and dad. Why not tell them you love them? You can even tell them why. Your caring words will fill their buckets with joy.” - Page 19
- I suggest using the same advice for our kids. Be very specific why you love them. Point out behaviors that they have done that you observed that lead you to feel love towards them that day.
- It means much more to them than the generic “Love You’s” that we usually give them each day.
If parents want to give their children a gift, the best thing they can do is to teach their children to love challenges, be intrigued by mistakes, enjoy effort, and keep on learning. That way, their children don’t have to be slaves of praise. They will have a lifelong way to build and repair their own confidence.

Carol Dweck

EverydayPowerBlog.com
FACTORS TO CONSIDER
Collaborative Problem Solving

- Deficits in Executive skills
- Language processing
- Emotional regulation
- Cognitive Flexibility
- Social Skills
Brown’s Model of Executive Functions Impaired in ADHD

Executive Functions

1. Activation
2. Focus
3. Effort
4. Emotion
5. Memory
6. Action

Self Regulations Techniques
Regulate, Relate, Reason

GROUNDING:

- Breath Deeply Counting 1-3 or Count while breathing 10,9,8,7,6,5,4,3,2,1
- Slowly look around and find the following:
  - 5 things you can see
  - 4 things you can touch
  - 3 things you can hear
  - 2 things you can smell (or name 2 spells you like)
  - 1 emotion you feel
Self Regulations Techniques
Regulate, Relate, Reason

PAY ATTENTION TO YOUR MIND & BODY:

- Brain Breaks (go through your bag, fidgets, chew gum)
- Scan Body - look at your feet, knees, thighs)
- Progressive Muscle Relaxation - (tighten hands, release hands, toes, body scan)
- Self Reflection (witness self in action)
- How big is my problem (scale 1-10)
Cognitive Thoughts

If you change the way you think,
The things you think about change
Cognitive Distortions

1. **All-or-nothing thinking.** Everything as entirely good or bad - If not perfect than you’ve failed.

2. **Overgeneralization.** You *always* forget to pay your bill, never say the right thing.

3. **Mind reading.** Thinking you know what people think about you or something you’ve done - and it’s...

4. **Fortune telling.** You are certain that things will turn out badly.

5. **Magnification and minimization.** Exaggerate the significance of minor problems while minimizing accomplishments

6. **“Should” statements.** Focus on the *should* be, leading to severe self-criticism and resentments

7. **Personalization.** You blame yourself for negative events and downplay the responsibility of others.

8. **Mental filtering.** You see only the negative aspects of filter out the good.

9. **Emotional reasoning.** You assume that your negative feelings reflect reality - “Made a mistake, I’ll get fired”.

10. **Comparative thinking.** Measure yourself against others and feel inferior, even if unrealistic
PARENT TIPS
THE PARENTAL FRONTAL LOBE FOR CHILDREN

1. Provide a plan, an organizational of specific tasks
2. Organize directions
3. Monitor Performance with opportunity to learn
4. Encouragement and Praise
5. Give Collaborative feedback of successes and concerns
6. Give Child the power to decide on tasks
7. Be flexible
8. BAT Man (Be A Team, get support; tutors, therapists, coach)
Executive Functioning Skills

Kids and young adults need extensive practice in strengthening their executive functioning skills.

Executive functions are the processes in our brains that help us accomplish daily tasks (planning our day, organize our materials, begin a chore, focus on important facts)

- Planning
- Organization
- Time management
- Task initiation
- Metacognition
- Self-control
- Sustained attention
- Flexibility
- Perseverance
- Working Memory
Variety of Interventions

- Computerized Training
- Games
- Aerobic exercise
- Martial Arts
- Mindfulness Training
- Yoga
- School Curricula
- Emotional, Social, Nutrition

Children with worse executive functions benefit most from these activities. Early intervention is key. The gap widens as they enter adolescence.
CogMed is an online cognitive training program that uses a coach-driven model. Working Memory is the gatekeeper of learning.

- Learning Difficulties
- Speech, Hearing
- Language Deficits (Reading, Comprehension, Math)
- ADHD
- Dyslexia, Dyscalculia
- Anxiety
- Premature Babies
- Cancer
- Brain Injury
- Downs Syndrome
- Epilepsy
CogMed - Working Memory Affects Attention, Behavior, Capacity to Learn
Signs of working memory constraints

- Is easily distracted when doing something not highly interesting
- Has trouble waiting his/her turn
- Struggles with reading comprehension
- Struggles doing math calculations in his/her head
- Struggles with getting started and completing a task
- Difficulties when planning and organising something with multiple steps
- Makes poor progress despite effort

Dyslexia

- Difficulty in processing and remembering verbal information
- de Jong (2006): Dyslexia involves deficits in both the phonological loop and central executive functioning.
- Brain imaging studies have found dyslexics all showed the same brain deficits – large overlap with some areas involved for working memory.
- Working memory also affects:
  - acquisition of phonics
  - spelling
  - reading comprehension

Areas activated on reading - Dehaene 2009
CogMed - how it works

A certified provider (coach) works with students on computers or tablet devices. At home online program.

- Students experience improvements as outlined in “The 80% rule” below.
- Cogmed is the most researched working memory program
- **External peer-reviewed research**
- 50+ published studies to date

The research finds that:

- Working memory is a key success factor in the ability to pay attention and learn.
- Working memory can be improved by training and using the right tool and protocol: Cogmed is that tool.
- Working memory can be improved by training in all age ranges.
LEARNING OUTCOMES IN READING AND MATH IMPROVE FOR MANY UNDERPERFORMING STUDENTS FOLLOWING COGMEG

- Verbal working memory (recall)
- Visuospatial working memory (simplify, chunking info, patterns)
- Attention (resists distraction,)
- Processing (visual cues, breaking goals down to smaller goals)
- Math skills (problem solving, organizing, complex thinking)
- Reading comprehension (enforces what they already know)
Training effects for children and adolescents

**Children and adolescents say**
- They can concentrate better in class
- They have a better flow with the school work
- They remember better
- They enjoy school more

**Teachers say**
- The student is calmer
- The student concentrates more
- The student performs better on academic tasks
- The student has matured

**Parents say**
- The child communicates better
- The child takes more initiatives on her/his own
- The child self-initiates chores without nagging or reminders
- The child is more independent
MAKE A DIFFERENCE EVERY DAY

REST more

PLAY more

READ more

PAUSE to THINK

Teach Others

YOU CAN LEARN ANYTHING

HAVE LOTS OF FUN!

Take on a challenge!

LEARN A NEW SKILL

MAKE LOTS OF MISTAKES

FIND WHAT MAKES YOU Happy

SPEND MORE TIME OUTSIDE

Big Life Journal

www.biglifejournal.com
Gratitude

- Self-forgiveness and self-compassion boost self-control
- Forgiveness, not guilt, that increases accountability, self-compassionate
- Affect is in your brain at the biological level
- One powerful effect of gratitude is that it can boost neurotransmitter Dopamin. It acts like an antidepressants (Wellbutrin, Prozac)
- Trying to think of things you are grateful for forces you to focus on the positive aspects of your life. This simple act increases serotonin production in the brain
- self-compassion was clearly associated with steadier and more constant feelings of self-worth than self-esteem. We also found that self-compassion was less likely than self-esteem to be contingent on particular outcomes like social approval, competing successfully, or feeling attractive.
Self Care - Physical, Personal, Psychological, Professional, Spiritual

Physical
- Eat three meals regularly (e.g. breakfast, lunch and dinner)
- Eat Fruits, Vegetables, and Grains Daily
- Get enough sleep
- Exercise three times per week or more
- Go to the Doctors for preventative care
- Take vacations or mini vacations
- Get Medical care when you're sick
- Get massages, pedicures, haircuts, eyelashes, extensions, etc.
- Dance, swim, walk, run, play sports, sing, or do some other physical activity that is fun
- Wear clothes you like
- Make time away from telephones and technology

Personal
- Make short term and long term goals
- Foster good relationships (not the bad ones!)
- Manage your finances
- Listen to podcasts
- Garden
- Learn new things (academic, hobbies, etc)
- Express creativity (i.e. drawing, painting, cooking, playing music)
- Read a great book
- Go on dates
- Relax
- Become a minimalist (or even minimize your junk drawer)
- Spend time doing a hobby

Psychological
- Make time for self-reflection, write in a journal
- Attend therapy
- Aromatherapy
- Read a Self-Help Book
- Practice asking for and receiving help
- Join a meetup or support group
- Make a list of your positive qualities
- Do something at which you are not expert or in charge
- Create calm and relaxation
- Go somewhere new! (i.e. art museum, history exhibit, sports event, theater performance)
- Do something mindfully
Self Care

**Professional/Organizational**
- Take a break during the day (e.g. lunch)
- Take time to chat with co-workers
- Leave work at work
- Create a “support group”
- Take your vacation days and sick days
- Practice saying “no”
- Take a class that supports your future self
- Complete tasks during quiet time
- Identify projects or tasks that are exciting and rewarding
- Set limits with people
- Balance your work so that no one day or part of a day is “too much”
- Arrange your work or living space so it is comfortable and comforting

**Emotional**
- Spend time with others whose company you enjoy and who make you feel good
- Stay in contact with important people in your life
- **Give yourself affirmations, praise yourself, have mantras**
- Identify comforting activities, objects, people, relationships, places and put them on your calendar
- Allow yourself to cry
- **Find things that make you laugh**
- Express your outrage in social action, letters and donations, marches, protests
- Take a class
- Buy yourself a present
- Steal time and resources for yourself
- Play with children and animals

**Spiritual**
- Make time for reflection
- Develop a gratitude practice
- Spend time in nature
- Do yoga
- Volunteer for a cause or philanthropy
- Go to the beach and watch a sunset
- Find a spiritual connection or community
- **Meditate**
- Pray
GROWTH MINDSET POSTERS

We grow when things are hard.
Be leaf in yourself be colorful and bold.
Have courage and be kind.
Plant kindness wherever you go.

It's your time to bloom.
Grow positive thoughts.
Stand tall and be strong.
Dream higher than the sky.
Good things take time.

Kindness grows here.
Be a pineapple stand tall, wear a crown and be sweet on the inside.
Treat everyday like it is an adventure.
Don't you ever give up.
Difficult roads can lead to the sweetest places.
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