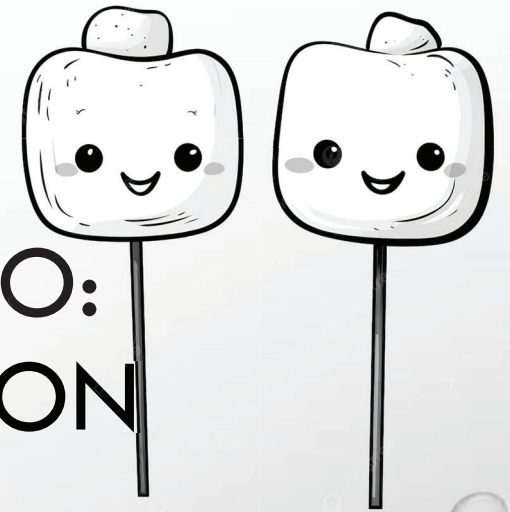


IF I WAIT, THEN I GET TWO: TEACHING SELF-REGULATION FROM SCREEN TO SKILL



EXPLORING SELF-REGULATION


BY LUIS A. MITCHELL, LCSW





INTRODUCTION

LUIS A. MITCHELL, BEHAVIORAL HEALTH COUNSELOR I

- LICENSED CLINICAL SOCIAL WORKER
 - OVER 15 YEARS OF EXPERIENCE IN THE SOCIAL SERVICE FIELD
 - GRIEF FACILITATOR/VOLUNTEER
 - CASA VOLUNTEER
- 

OUR MISSION

- • “THE RELENTLESS PURSUIT OF WHATEVER
- WORKS IN THE LIFE OF A CHILD.”
- • WE PROVIDE MENTAL AND BEHAVIORAL
- HEALTH SERVICES TO CHILDREN, YOUTH,
- FAMILIES, SCHOOLS, AND COMMUNITIES.
- • MOST SERVICES OCCUR WITHIN THE
- SCHOOL COMMUNITIES, BUT ALSO AT
- HOME, OFFICE SITES, OR WITHIN THE
- COMMUNITY AS NEEDED.

OFFICE LOCATIONS

Apple Valley, 17800 Highway 18, Apple Valley, CA 92307 * (760) 552-6700

Big Bear, 42007 Fox Farm Rd., Big Bear Lake, CA 92315 * (909) 866-2165

Yucca Valley, 58967 Business Center Dr., Yucca Valley, CA 92284 * (760) 369-3130

After-Hours Hot Line: (760) 946-5135



AGENDA

- Define and Explore Self-regulation and Why it's Important
- Application and Interventions
- Understanding the Marshmallow Experiment
- Define and Explore Delayed Gratification



LEARNING OBJECTIVES

1. DEFINE SELF-REGULATION AND DESCRIBE ITS ROLE IN EMOTIONAL AND BEHAVIORAL FUNCTIONING.
2. EXPLAIN THE CONCEPTS OF DELAYED GRATIFICATION, SELF-CONTROL, AND WILLPOWER THROUGH CLINICAL AND DEVELOPMENTAL LENSES.
3. IDENTIFY AT LEAST FIVE ENGAGING TOOLS AND TECHNIQUES TO SUPPORT THE DEVELOPMENT OF SELF-REGULATION IN CHILDREN AND ADOLESCENTS.
4. INTEGRATE POP CULTURE, STORYTELLING, AND EVIDENCE-BASED INTERVENTIONS INTO CLINICAL PRACTICE TO ENHANCE LEARNING AND RETENTION.
5. DESIGN OR ADAPT SELF-REGULATION ACTIVITIES ALIGNED WITH INDIVIDUAL TREATMENT GOALS OR IEP OBJECTIVES.

COOKIE MONSTER PRACTICES SELF-REGULATION |
LIFE KIT PARENTING | NPR



- Self-regulation

- Essential Skill For Success In Life And In School
- Learn
- Be Healthy
- Stay Calm
- Get Along with Others
- Resist Impulses (Temptations)



- Skills

- Stop/Think
- Belly Breathe (Cookie Breathing)
- Distract
 - Sing A Song
 - Talk About Something Else
 - Book Thing

Why are these things important



MORE SESAME STREET VIDEOS



MORE SESAME STREET VIDEOS..

1. Self Control: <https://Www.Youtube.Com/Watch?V=d0dbjj6x0eu> (Jurassic Park)
2. Focus <https://Www.Youtube.Com/Watch?V=ahpn5d7wrk&t=2s> (Avengers)
3. Following Direction: <https://Www.Youtube.Com/Watch?V=c6ju2-ijwhs> (Harry Potter)
4. Improving Memory: <https://Www.Youtube.Com/Watch?V=iq2tatzhwri> (Wizard Of Oz)
5. Delayed Gratification/Just Wait: <https://Www.Youtube.Com/Watch?V=8nn9Injuqg4> (Lord Of The Rings)
6. Sharing: https://Www.Youtube.Com/Watch?V=npqbt_e4k0 (Stranger Things)
7. Following Directions: <https://Www.Youtube.Com/Watch?V=yz9u-og3bgm> (007)
8. Focus/Not Giving Up: https://Www.Youtube.Com/Watch?V=b1_qqnfue0 (Pirates Of The Caribbean)
9. Improving Memory: https://Www.Youtube.Com/Watch?V=v7bsa2_w2io (Clash Of The Titans)
10. Just Playing Games: <https://Www.Youtube.Com/Watch?V=et7nd02im5e> (Hungry Games)
11. Self-control (Using Thoughts): <https://Www.Youtube.Com/Watch?V=4l9mjseavw0> (Twilight)
12. Mixed-emotions (<https://Www.Youtube.Com/Watch?V=gyyzfsmwh3c>) (Les Mis)
13. Self-control (Count To Four): <https://Www.Youtube.Com/Watch?V=j-lfqcpjiky&t=42s> (Star Wars)
14. School Readiness/Following Directions: <https://youtu.be/G6FDts-erVw?si=2WqlpW5idpQOcpFv> (Karate Kid)

KARATE KID BREATHING (BASIC OF LIFE)

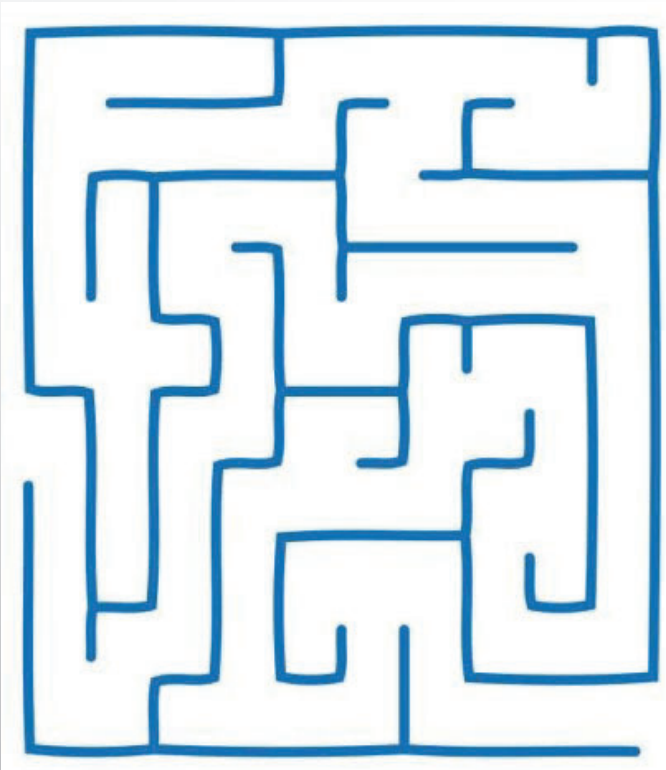


Basics of Life



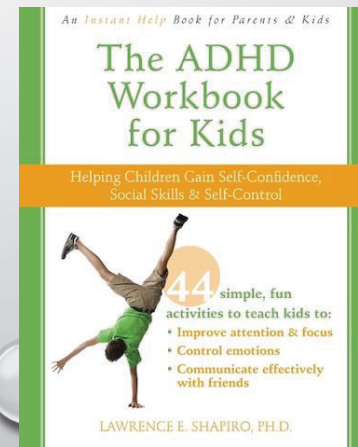
Ice Breaking

YOU CAN LEARN TO BE MORE PATIENCE



This maze doesn't look too hard, does it?

- Can you do it without crossing a single line
- Using the hand opposite the one you write with?
- If you cross the line even once, erase what you have done and start over.



THE MARSHMALLOW EXPERIMENT

- Study Conducted in 1970 by Dr. Mischel And Dr. Ebbesen
- Preschool Child (3-5 Years) Picked Treat and Given Choice of One (1) Small but Immediate Reward OR Two (2) Small Rewards if He or She Waited (Around 15 Minutes)
- Continued to Follow-up with Participants (Currently In Their 50s)
- Outcomes
 - Better Academics (Grades, SAT Scores, Higher Education)
 - Better Health (BMI, Mental, Physical),
 - Better Emotional Management (Coping Skills)
 - Higher Self-worth And Self-esteem



THE MARSHMALLOW TEST



WAIT FOR HAPPINESS

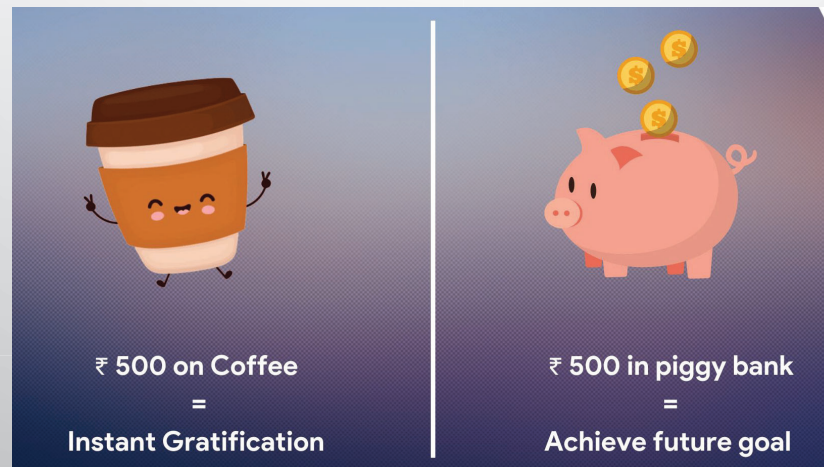
WHAT IS DELAYED GRATIFICATION?

- Delayed

- Wait
- Hold Off

- Gratification

- Happy
- Joy



SELF CONTROL IS THE KEY TO SUCCESS. LESSONS
FROM THE MARSHMALLOW TEST

SELF-CONTROL
IS THE KEY TO
SUCCESS

FROM THE STANFORD
MARSHMALLOW TEST



ADOLESCENCE



1. BETTER ACADEMICS
2. HIGH STRESS TOLERANCE
3. ABILITY TO PLAN AND REASON
4. EXHIBIT SELF-CONTROL

▶ ▶| 🔊 1:43 / 4:17





LONG-TERM IMPACT OF EARLY SELF-REGULATION


EARLY BEHAVIOR

- Waited for second marshmallow
- Used distraction strategies
- Demonstrated impulse control

DEVELOPMENT OVER TIME

- Improved attention and planning
- Stronger emotional regulation
- Better coping strategies

ADULT OUTCOMES

- Higher academic achievement
 - Better stress management
 - Lower substance use risk
 - Improved health indicators
- 

NOW

BENEFIT
BENEFIT
BENEFIT

LATER

**BENEFIT
BENEFIT
BENEFIT**

▶ ⏪ 🔊 2:36 / 4:17

⏸ CC ⚙️ 📺 📱 🗑️

LIFE AS AN ONGOING MARSHMALLOW TEST

- ACADEMIC PURSUIT: INVEST TIME, EFFORT AND RESOURCES TO ACQUIRE KNOWLEDGE AND SKILL
- FINANCIAL PLANNING: SAVING MONEY, PAYING OFF DEBTS, INVESTMENTS,
- CAREER DEVELOPMENT: GOALS, BALANCE,
- HEALTH/FITNESS: GYM, DIET, NUTRITION, SLEEP
- RELATIONSHIPS: BUILDING AND STRENGTHENING RELATIONSHIPS
- PARENTING

EXPLORING WILLPOWER – FROG AND TOAD “COOKIES”



DISCUSSION

- WHO DO YOU THINK HAS MORE WILLPOWER, FROG OR TOAD?
- DO YOU THINK FROG WILL VISIT TODAY LATER AND EAT CAKE?
- IF THERE ARE NO MORE COOKIES, ARE FROG AND TOAD EXERCISING WILLPOWER BY NOT EATING THEM?
- DOES SOMETHING HAVE TO BE TEMPTING YOU FOR YOU TO HAVE WILLPOWER?



DISCUSSION..

- IS THERE SOMETHING THAT YOU LIKE TO EAT/DRINK SO MUCH THAT YOU CAN'T STOP YOURSELF, EVEN WHEN YOU FEAR THAT YOU WILL GET SICK?
- IF YOU KNOW THAT EATING/DRINKING WILL MAKE YOU SICK, WHY DO YOU CONTINUE TO EAT/DRINK IT?
- IS WANTING TO CONTINUE TO EAT/DRINK SOMETHING EVEN WHEN YOU FEAR YOU WILL GET SICK THE SAME AS WANTING TO GET SICK?
- IF YOU REALLY WANT TO DO SOMETHING, WHY WOULD YOU TRY NOT TO DO IT?
- CAN PART OF YOU WANT TO DO SOMETHING WHILE ANOTHER PART DOES NOT? IF SO, WHERE ARE THESE PARTS?

HOW MANY?

- [CLASSIC TOOTSIE ROLL COMMERCIAL - "HOW MANY LICKS" \(YOUTUBE.COM\)](#)
- TOOTSIE ROLLS
- COUGH DROPS
- KISS



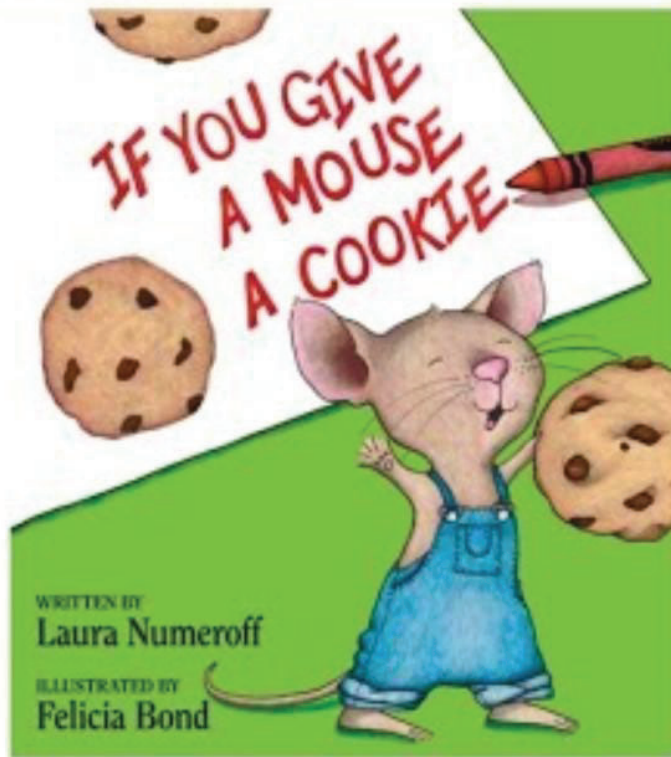
THE QUESTION YOU NEED TO ASK YOURSELF –
BETTER THAN YESTERDAY



THE CHOICE (SHORT ANIMATED MOVIE)



IF YOU GIVE A... BY LAURA NUMEROFF



Storytime
Now!



IF, THEN... (IF I WAIT, THEN I'LL GET TWO)

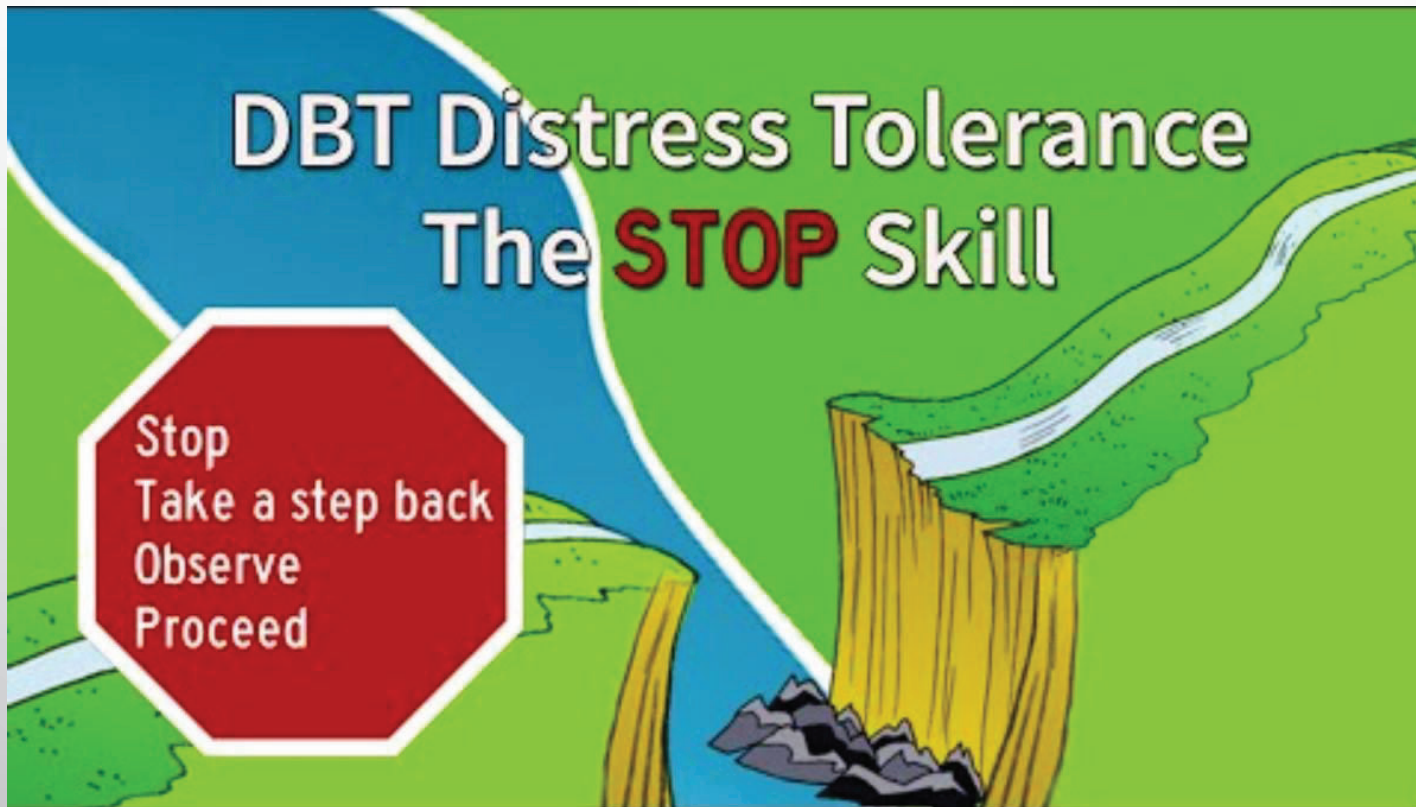
- MENTAL PREPARATION
- MAKE A PLAN



HABIT 2: BEGIN WITH THE END IN MIND, HAVE A PLAN



DBT DISTRESS TOLERANCE – STOP SKILL



STOP SKILL

- S- STOP, SHUT UP,
- T- TAKE A BREAK, TIMEOUT, COPING SKILLS
- O- OBSERVE- WHAT'S GOING ON WITH ME, AROUND ME, WHAT AM I FEELING, WHAT ARE OTHERS DOING, WHAT MIGHT THEY BE THINKING
- P- PLAN, PROCEED, POSITIVELY,



TIERS FRAMEWORK FOR INTERVENTIONS

TIER 1: FOUNDATION – PSYCHOEDUCATION & MODELING

- FOCUS: AWARENESS, LANGUAGE, AND BASIC CONCEPTS.
- USE WITH: ALL CLIENTS, ESPECIALLY EARLY-STAGE THERAPY OR GROUP SETTINGS.
 - SESAME STREET VIDEOS
 - STORYBOOKS (E.G., IF YOU GIVE A MOUSE A COOKIE, FROG AND TOAD)CONCEPT
 - SIMPLE LANGUAGE INTRODUCTION TO “IF-THEN” THINKING

TIER 2: SKILL-BUILDING – PRACTICE AND ENGAGEMENT


- FOCUS: BUILDING INTERNAL TOOLS AND EXTERNAL HABITS.
- USE WITH: CLIENTS WITH BASIC INSIGHT OR DEVELOPMENTAL READINESS.
 - DBT STOP SKILL
 - COOKIE MONSTER BREATHING
 - “BEGIN WITH THE END IN MIND”

TIER 3: INTEGRATION – EXECUTIVE FUNCTION & APPLICATION

- FOCUS: APPLYING SKILLS TO REAL-LIFE CHOICES AND VALUES.
- USE WITH: CLIENTS READY TO INTERNALIZE STRATEGIES AND GENERALIZE THEM.
 - LIFE AS AN ONGOING MARSHMALLOW TEST SLIDE (HEALTH, FINANCES, ACADEMICS)
 - SMART GOAL SETTING ACTIVITIES



WHY WE STRUGGLE WITH SELF-REGULATION

- IMPULSIVITY / EXECUTIVE FUNCTIONING DEFICITS
 - TRAUMA / HYPERAROUSAL
 - LACK OF MODELING
 - REINFORCEMENT HISTORY (IMMEDIATE REWARDS)
 - DEVELOPMENTAL STAGE
- 

GOAL/IEPS

- Goal: Luis will increase self-regulation as evidenced by the use of adaptive coping, regulation and self-soothing strategies to 8 out of 10 times per day for 3 consecutive months
- Area of Need: Enhance student's [Luis'] ability to self-regulate and express thoughts, emotions, and needs, leading to better problem solving and meaningful interactions
- Baseline: Student [Luis] is currently able to effectively use self-regulation skills in in 3 out of 10 times.

WHY SELF-REGULATION?

- SUSAN WOJCICKI (FORMER CEO OF THE YOUTUBE)



QUESTIONS AND FINAL THOUGHTS



**I COULD
GIVE UP
COOKIES**



but I'm no quitter!

