

Welcome




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Wise Mind
Teaching Kids How to Regulate Emotions


Karin Beal, M.Ed., MSW, LCSW
American Council for School Social Work
Mental Health in Schools Institute
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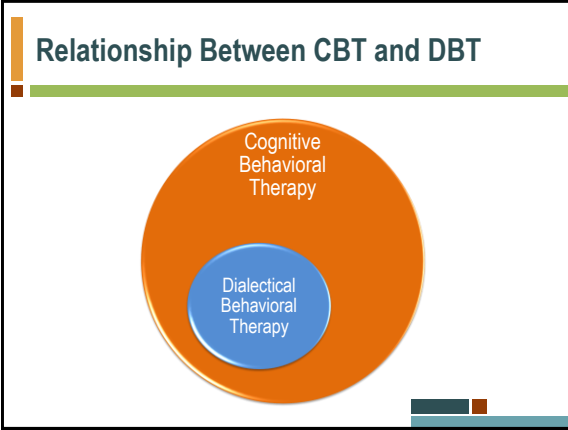


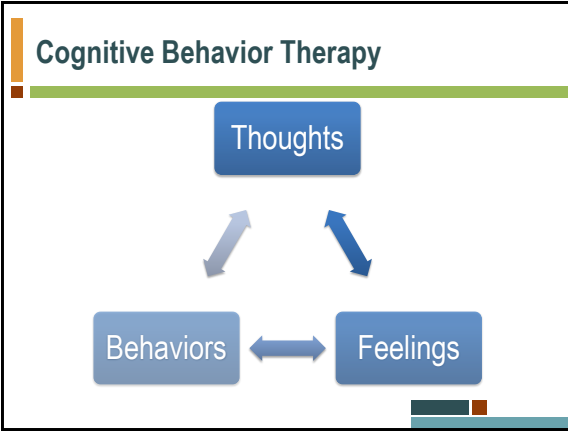
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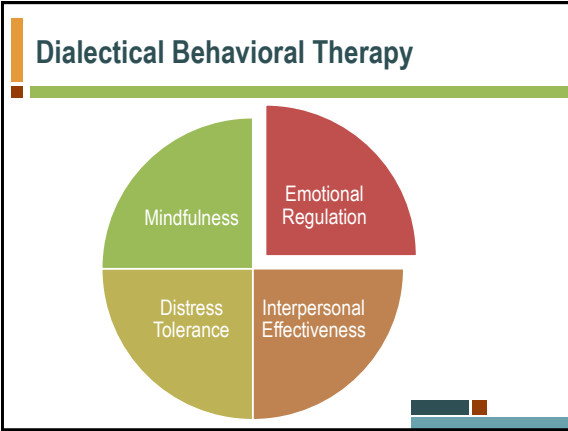
What we're covering in this session

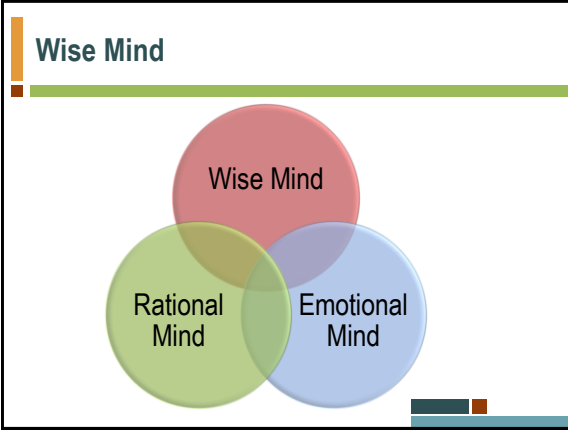
1. Identify and distinguish between the Three States of Mind.
2. Identify emotions and distinguish between thoughts and feelings.
3. Identify how to assist youth to solve problems and make decisions.







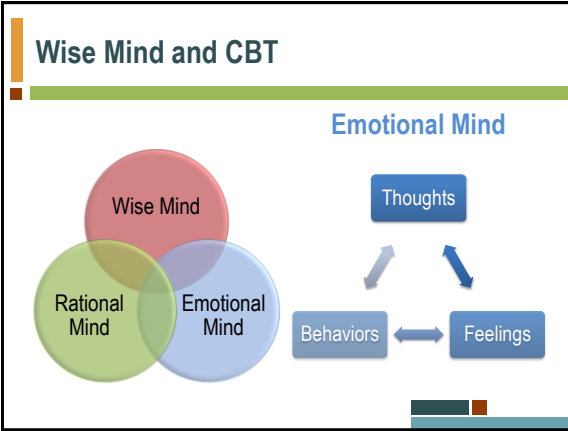


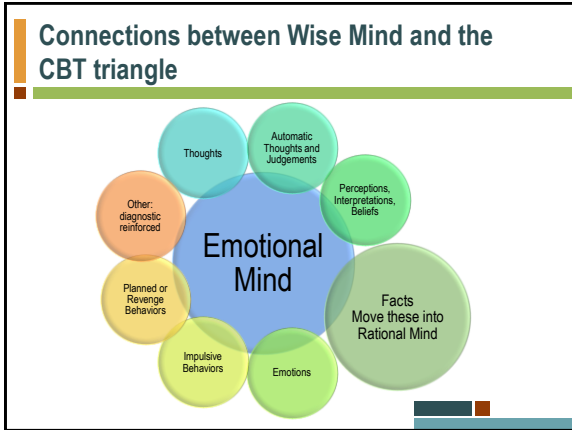


From Behavior to Feelings

“Everybody is against me! No one understands what’s going on with me and no one cares! I can’t take it anymore!”

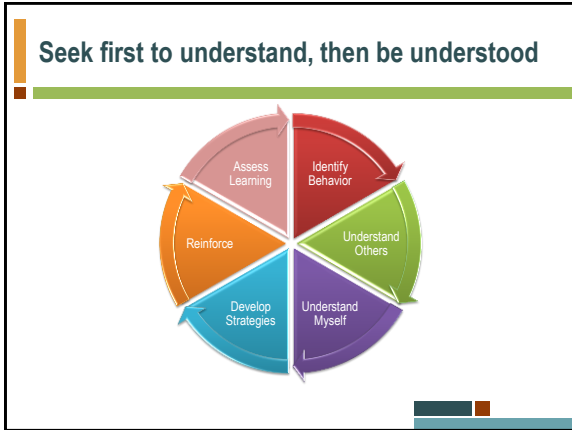
Long, Wood, and Fecser, 2001, p.98





- ### Wise Mind continued
- Rational Mind – Facts
 - Emotional Mind
 - Feelings
 - Thoughts
 - Interpretations
 - Judgements
 - Impulsive
 - Revenge
 - Wise Mind
 - Nonjudgmental
 - Validating
 - Expressing
 - Willing
 - Problem solving
 - [Dice Activity](#)

- ### Change Strategies
- | | |
|---|---|
| DBT <ul style="list-style-type: none"> • Practicing Wise Mind • Nonjudgmental Attitude • Opposite Action • Check the Facts • Mindfulness • Willingness | CBT <ul style="list-style-type: none"> • Cognitive Restructuring • Thought Challenging • Exposure Response Prevention |
|---|---|



Cognitive Behavior Therapy Interventions

Specific Interventions focused on moving into Wise Mind


- Cognitive Restructuring
- Thought Challenging

Cognitive Restructuring

- Goal is to learn to recognize and dispute maladaptive, irrational, and/or unhelpful thoughts.
- All cognitive distortions are
 - tendencies or patterns of thinking or believing...
 - are false or inaccurate...
 - And have the potential to cause psychological damage
- Identify the defense mechanisms in use


Cognitive Restructuring continued

- All-or-Nothing Thinking
- Overgeneralization/Labeling and Mislabeled
- Mental Filter
- Disqualifying the Positive
- Jumping to Conclusions – Mind Reading or Fortune Telling
- Magnification (Catastrophizing) or Minimization
- [Handout](#)




Cognitive Restructuring continued

- Emotional Reasoning
- Should Statements
- Personalization
- Control Fallacies
- Fallacy of Fairness
- Fallacy of Change
- [Unhelpful handout](#)



Thought Challenging

- Can be confused with cognitive restructuring
- Involves looking at automatic thoughts, which is defined as images or mental activity that occur as a response to a prompting event (like an action or event)
- They occur without conscious thought.



Thought Challenging continued

- Evidence Challenge
- Widening the View
- Gaining Power by Examining Probabilities
- Costs & Benefits of Believing the Automatic Thought
- Using Your Inner Advisor
- [Handout](#)

DBT Change Strategies - Interventions

- Practicing Wise Mind
- Nonjudgmental Attitude
- Opposite Action
- Check the Facts
- Mindfulness
- Willingness

Practicing Wise Mind

- Shakin Sorry
- Suspend
- Staxxis
- Hover Kraft
- Feelings Baseball
- Personal Space Game
- [Wise Mind Certificate](#)
- Lego's
- House/furniture/people/characters

Nonjudgmental Attitude

- What does it mean to be nonjudgmental?
- How does the language we choose to use impact our relationship with the child?
- **The first thing you have to remember is that no single person can be PURELY nonjudgmental. The function of our brain is to add our judgment to what we see. It's a very primitive part of our brain.**
- [Nonjudgmental Attitude handout](#)
- [Validation vs Reassurance handout](#)

Opposite Action

- Every emotion has an action
- So if emotion has an action, then the emotion causes the action to occur; therefore, if we can change the action then we can change the emotion
- Opposite action can work if the emotion is not justified by the situation
- [Handout](#)

DBT Interventions

<ul style="list-style-type: none"> • Check the Facts – is it a fact, opinion, perception • Mindfulness – be present in this moment • Willingness to engage in the conversation • First person language 	<h4>Mindfulness</h4> <ul style="list-style-type: none"> • Observe – notice when it happens • Describe – be willing to talk it through, trust the adult will help • Participate – be willing to practice saying it a different way; this is learning to do what is hard for me
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Emotional Regulation will...

- Help an individual decrease their vulnerability to be in emotional mind and help balance emotions and facts in order to solve conflict
- Increase emotional resilience – the ability to bounce back and cope with difficult events and emotions.
- Decrease emotional suffering and learn to do two things
 1. Reduce suffering when vulnerable emotions overwhelm
 2. Manage extreme emotions to reduce worsening the challenge

Resources

- A clinicians guide to think good – feel good: Using CBT with children and young people. By Paul Stallard. 2005. John Wiley & Sons, Ltd, West Sussex, England.
- DBT skills training manual, 2nd edition. By Marsha M. Linehan. 2015. The Guildford Press, New York, NY

Questions?
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