

SELF-REGULATION: INTRODUCTION POWERPOINT

AGENDA



1

**IDD Education
Center Overview**

2

**Overview of Self-
Regulation**

3

The Levels System

4

**The Levels System
in Action**

IDD Education Center

Mission

To create meaningful, life-changing experiences for people with IDD through innovative research, education and services.

Core Values

1. We inspire positive change.
2. We promote self-determination and self-advocacy.
3. We build relationships of trust.
4. We are dedicated to research and evidence-based practice.
5. We see and value each other's humanity.

Vision

To promote inclusive communities where people with diverse abilities can thrive in all aspects of their lives supported by innovative programming driven by research and collaboration.

Programs:

1. IMPACT: Adult Day Program
2. TAP: Inclusive college certificate program
3. CEES: High school vocational program
4. RAAC: Community resource program



WHAT IS **SELF-REGULATION**?

WHAT IS SELF-REGULATION?

“The ability to modify arousal and emotional reactivity to achieve goals and maintain adaptive behaviors” Beck et al., 2020

The ability to manage thoughts, emotions, and behaviors.

Helps control impulses and act in more appropriate ways.

Helps people cope with change and be more flexible in their thinking.



IMPORTANCE OF **SELF- REGULATION**

SHORT-TERM SELF-REGULATION EFFECTS

EMOTIONAL CONTROL

GOAL PROGRESSION

CONFLICT RESOLUTION

HEALTHY HABITS

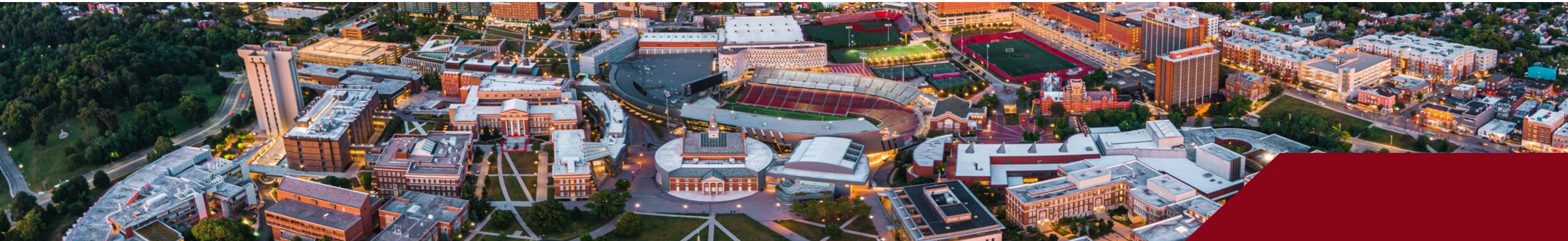
LONG-TERM EFFECTS OF SELF-REGULATION



Stronger Interpersonal Relationships

Greater Overall Life Satisfaction

Encourages
Independence and Self-
Determination



ALL EMOTIONS ARE OKAY!

- We all experience a range of emotions!
- Not being in a calm state is OKAY! No one emotion is good or bad.
- Validate, validate, validate!!



it's okay to
feel your
feelings

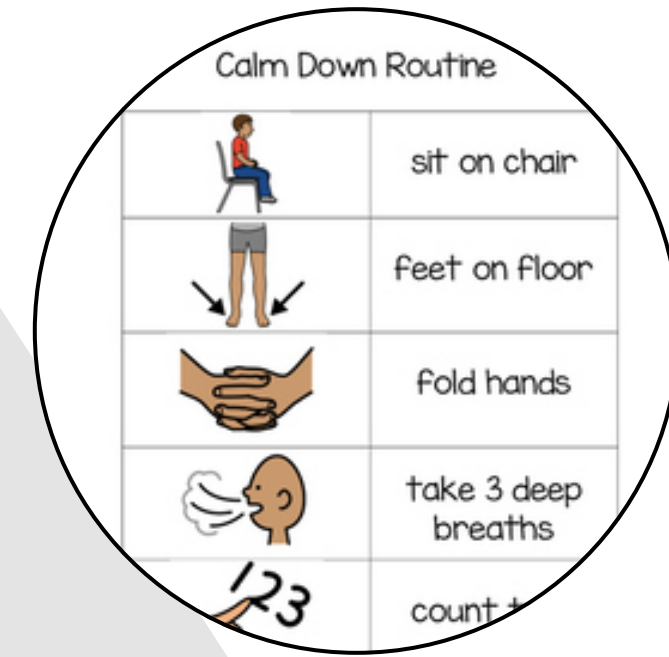
EASY WAYS TO ENCOURAGE SELF-REGULATION



Teach and Practice Mindfulness



Encourage Physical Activity



Practice Self-Regulation Routine

SELF-REGULATION INTERVENTIONS

The Levels System*

Acceptance and Commitment
Therapy (ACT)

Self-Determination
Framework Theory

Visual Supports



IMPLEMENTING THE LEVELS SYSTEM




THREE PARTS:

- 1. Do's and Dont's of My Environment:** objectives or goals that should be followed while at an individual's target setting.
- 2. Levels:** different "levels" signify varying emotional states and ways for an individual to get back to a calm state (green).
- 3. Self-Regulation Routine:** a routine with a set of strategies and activities designed to help an individual reduce stress, anxiety, or heightened emotions and return to a state of calm and focus.

Levels and Calming

Dos and Don'ts of My Environment

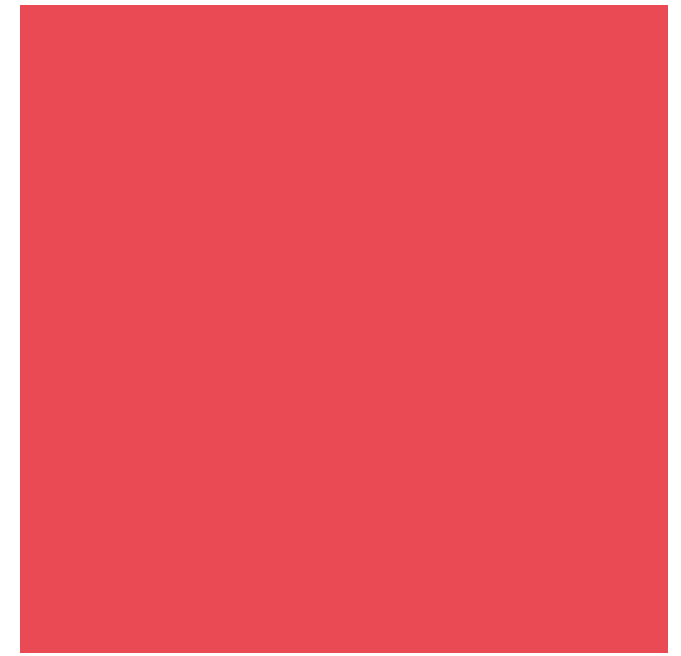
1. I will use my words or TouchChat to communicate.
2. I will follow my schedule
3. I will express myself when upset
4. I will use my calming routine.

Level	How I Feel	What it looks like	What I will do	How <u>my teachers will help me?</u>
Green	Calm Happy	 Talking to staff Following Schedule Answering questions	Keep up the good work Keep following my schedule Take breaks as needed	Rehearse levels and calming Remind me to follow schedule and take breaks Reinforce positive behavior
Yellow	Worried Scared Anxious Frustrated Bored	 Mumbling with concerned facial expressions Refusal to stand up Making noises Playing with hair	Ask for help Ask for my calming routine Play with my fidgets instead of my hair	Recognize level Ask questions "Haley is there anything I can help you with?" "It seems like we are in yellow, what can we do?" Initiate calming routine Reinforce positive behavior Redirect me from playing with my hair to my fidgets by saying "Haley, if you need to play with something use your <u>fidget</u> please"
Red	Mad Upset Angry	 Crying Visually upset facial expressions Making Loud noises	Take a break Do calming routine	Recognize my level State "it seems like we are in red, let's do our calming routine" Initiate calming routine Reinforce all positive behavior

Self-Regulation Routine:

1. I will go to a calming area
2. I will set a timer for 5 minutes
3. I will look over my personal magazine or book (with staff, I need help reading)

LEVEL CARDS



- Level cards can be used simultaneously with the levels system. A green, yellow, and red card can be printed and act as a visual cue to represent what level a person is in.
- Hand the appropriate card to the person when you recognize they are in a certain level.

LEVELS IMPLEMENTATION

Rehearse three times per day, proactively, by:

1. Reviewing Do's and Don't's of My Environment
2. Reviewing Levels and Identifying Current Level
3. Self-Regulation Routine and Practicing Self-Regulation Skills




Next:

1. Review, Recognize, Remind
2. Prompt, Wait, Help

Levels and Calming

Dos and Don'ts of My Environment

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REVIEW, RECOGNIZE, REMIND

Review:

Proactively practicing the levels system three times/day.

Recognize:

Recognize and agree on what level someone may be on. You can state, “___ I see that you may be in level yellow because ___. Do you agree?”

Remind:

After you have recognized someone’s level, remind them to complete their calming activity to return to a calm state.

PROMPT, WAIT, HELP

Prompt:

“I see that you may be in yellow. What do we need to do?”

Wait:

After you have provided a prompt, wait for the person to independently complete their calming routine.

Help:

If the person needs assistance, help the person in completing their calm down routine.

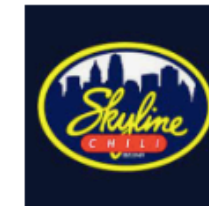
SELF-REGULATION ROUTINE TOOLS

- Calming Boards

- Meditation

- Movement

- Any activity that helps the person get back to a calm state.



THE LEVELS SYSTEM TESTIMONIALS

“The Level System has provided an indispensable tool for our daughter to help herself stay calm in stressful situations. She practices the routine regularly, so she's very familiar with the materials that provide visual, auditory and tactile engagement. Just starting the process helps her to focus on what she needs to do to stay calm. The level system is low-tech and portable. It remains consistent across environments and can be used in any situation by any support person. It has made a world of difference in her efforts to control escalating emotions, and she has a clear sense of pride and accomplishment in her success.” -Cindy M., mother of autistic daughter

“Self-regulation techniques for adults with IDD are especially critical for success in their everyday lives. The level system is a core component of their routine at IMPACT, and gives A and K the means to identify and better understand their emotions - happy, frustrated, and everything in between. The Level System has given them a sense of security, as well as a higher level of independence throughout their day. This tool is not just helpful during their current season of life, but will continue to provide benefits in all of their future successes.”-Adrienne L., caregiver

“The Levels System has given associates the comfort to confidently express their feelings in words, as well as giving staff the tools to guide their associates to help regulate those levels with somewhat of a concrete understanding of their true emotions. When given these tools, I feel like all parties involved are able to get back to operating in a safe place quicker than without it.”-Joann R., IMPACT Innovation, Program Coordinator

SUMMARY

- **The ultimate goal is self-management, with self-regulation being a crucial component in the process.**
- **Self-regulation is a powerful tool that leads to better life outcomes.**
- **Anyone can be taught to be the driver of their own self-regulation.**
- **The Levels System gives people insight into what they are feeling, and skills to get back to a calm and regulated state.**
- **Each person should practice their levels three times per day, proactively.**



QUESTIONS?



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