



# Self-Regulation Snap Shot #4: A Focus on Middle-School Aged Youth



**Support of self-regulation is critical at each stage of development from birth through young adulthood.**

**Self-regulation is** the act of managing thoughts and feelings to enable goal-directed actions.

**Self-regulation develops** through interaction with caregivers and the broader environment over an extended period from birth through young adulthood (and beyond).

**Caregivers support self-regulation development** by using three strategies in a process called “co-regulation.” Caregivers include parents, teachers, afterschool care providers, extended family members, and others.

**Self-regulation includes** cognitive, emotional, and behavioral skills and processes that support youth in coping with strong feelings, controlling impulses, learning, and getting along with others.

**Self-regulation is important** because it promotes wellbeing across the lifespan, including physical, emotional, social and economic health and educational achievement.

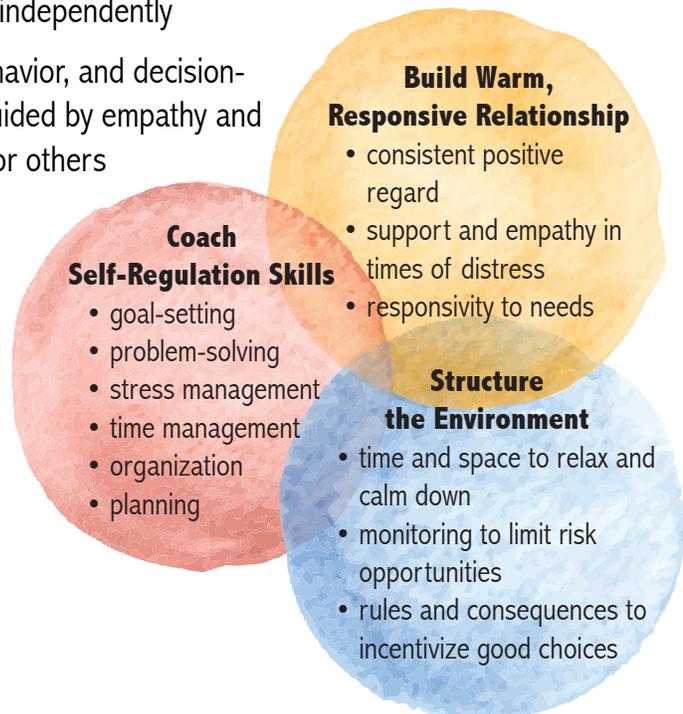
This snap shot summarizes key concepts about self-regulation development and intervention for middle-school aged youth for practitioners and educators interested in promoting self-regulation for this age group. It is based on a series of four reports on Self-Regulation and Toxic Stress prepared for the Administration for Children and Families (ACF). For more information, visit: <https://www.acf.hhs.gov/opre/research/project/toxic-stress-and-self-regulation-reports>

## Self-Regulation Skills Developing in Middle-School Aged Youth:

- Completing longer and more complex tasks
- Self-monitoring
- Planning, prioritization, and time management to achieve goals
- Using strategies to manage stress
- Using health-promoting strategies to calm down when distressed
- Considering consequences before acting
- Making effective decisions “in the moment”
- Solving more complex problems independently
- Goals, behavior, and decision-making guided by empathy and concern for others



**Self-regulation is influenced by** stress and adversity in the environment as well as caregiving supports and children’s own biology, skills, and motivation.



### Build Warm, Responsive Relationship

- consistent positive regard
- support and empathy in times of distress
- responsiveness to needs

### Coach Self-Regulation Skills

- goal-setting
- problem-solving
- stress management
- time management
- organization
- planning

### Structure the Environment

- time and space to relax and calm down
- monitoring to limit risk opportunities
- rules and consequences to incentivize good choices

## Three components of co-regulation for middle-school aged youth

## Lessons Learned About Interventions to Promote Self-Regulation in Middle-School Aged Youth

Across the lifespan, there are two intervention approaches that support development of self-regulation: skills instruction and co-regulation support. The combination of these approaches is believed to be most effective, regardless of the youth's age. In middle-school aged youth, existing interventions utilize these approaches as follows:

- 74% of studies focused on skills instruction alone;
- 6% focused on co-regulation alone;
- 14% combined both;
- 5% used other approaches



Based on a review of preventive interventions published between 1989 and 2013, 78 studies were found that targeted self-regulation development for middle-school aged youth (ages 11-14 years), with the following characteristics:

### Strengths:

- Large number of studies with diverse samples
- Many universal interventions exist for high-poverty schools

### Limitations:

- Few interventions target parents and teachers
- Interventions are more diffuse and less focused on emotion regulation than for younger youth
- Majority of outcomes are youth self-report
- Effects across interventions vary greatly

### Conclusions:

- Positive impact seen in cognitive and behavioral regulation as well as delinquency
- Effects may be somewhat smaller than for younger youth
- Room for enhancement with more focused interventions that target emotion regulation and involve parents and teachers

Outcome Assessed	# Findings	Average Effect Size*	% with Positive Effects*
<b>Youth Outcomes: Core Self-Regulation</b>			
Cognitive	48	Small to Medium	63%
Emotional	9	None to Small	22%
Behavioral	64	Small	64%
Stress	4	Small	25%
Motivation/Initiative	19	None to Small	10%
<b>Youth Outcomes: Other Functional Domains</b>			
Language/Learning	9	Small	56%
Delinquent Behavior	29	Small	79%
Health/Self-Care	7	Small to Medium	---
Interpersonal	26	Small	46%
Mental Health	43	Small	56%
<b>Parent Outcomes</b>			
Parenting Skills	5	Small to Medium	80%

\*Reported only if findings are based on at least two studies

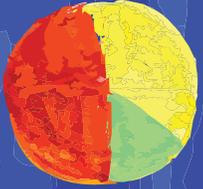
### Key considerations for promoting self-regulation in middle-school aged youth:

- Encourage a positive school climate for all students
- Deliver self-regulation skills training in at-risk schools
- Train teachers and afterschool staff to teach, model, reinforce, and coach self-regulation skills
- Identify ways to support school and program staff's own self-regulation capacity
- Provide parent education supports that address co-regulation

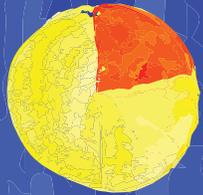
About 40% of the youth lived in adversity or were at-risk



53% of youth were minority (35% African-American, 18% Hispanic)



78% of the interventions were implemented in schools



95% targeted youth;  
24% targeted parents;  
6% targeted teachers



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