Are Emotion Regulation Strategies able to be Taught to People with an Intellectual Disability?

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Background

- People who work in the field have identified emotion regulation difficulties in people with an intellectual disability.
- Clinicians have identified emotion regulation difficulties as a percipient to challenging behaviours.
- Various people have been affected by such challenging behaviour.
Emotional Regulation Skills

- Identifying emotions
- Labelling emotions
- Tolerating emotions
- Adaptive/maladaptive strategies

Definition: “the processes by which we influence which emotions we have, when we have them, and how we experience and express them” (Gross, 1998, p. 275).
Anger-management programme
• Murphy, Lindsay, & Cox (2007)

Stepping Stones
• Haumietiketike
• Oxnam & Gardner (2011)

Transformers Programme
• McWilliams, Malcolm, Watson, de Terte, & Leatham (Manuscript in preparation)
The Transformers Programme
The Transformers Programme

Six core coping strategies:

- Wisemind
- Taking yourself away
- Exercise
- Breathing
- Distraction
- Doing something fun
Participants

- 5 participants (3 males, 2 females)
- Aged 17-42
- NZ European – 3, NZ Maori – 2
Assessments

Baseline  Intervention  Follow-up

T1  T2  T3  T4  T5  T6  T7  T8  T9  T10
Emotion Recognition

• Recognition of facial emotion task (Tottenham et al., 2009)
• Recognition of emotion in stories task (Owen, Browning, & Jones, 2001; Ribordy, Camras, Stefani, & Spaccarelli, 1988; Widen & Russell, 2010)

Coping Skills

• Profile of Anger Coping Skills (PACS; Willner, Brace, & Phillips, 2005)
Recognition of Facial Emotion Task
You opened a shoe box that you thought was empty and a bird flew out of it.
Profile of Anger Coping Scale

- Three situations where the client was angry were identified by the key worker.
- Then the client and the key worker were asked about different strategies that the client may have utilised.
- A variation of this measure was developed that included sadness and worry.
Results: Face Stimuli

![Graph showing results of face stimuli pre-treatment versus post-treatment. Points labeled A to E indicate different responses, with points above the line of no change indicating improved scores, and points below indicating declined scores.](image-url)
Results: Story Stimuli

- Pre-treatment
- Post-treatment

Points:
- A (Declined)
- B (Improved)
- C
- D
- E

Line of no change

Axes:
- Pre-treatment (X-axis)
- Post-treatment (Y-axis)
Results: Coping Strategies (A)
Results: Coping Strategies (E)
Discussion

- Clients with an ID may benefit from coping strategies
- Further analyses are being completed, but emotional regulation may be a product of IQ.
- Measurement of emotion identification
- Transformers programme may not do enough on emotion identification
Are emotional regulation strategies able to be taught to people with an intellectual disability?

de Terte, ID

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