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 perciptient 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, & Leathem (Manuscript in preparation)
The Transformers Programme
The Transformers Programme

Six core coping strategies:

- Wisemind
- Taking yourself away
- Exercise
- Breathing
- Distraction
- Doing something fun
Who is taking part in the study?

Participants

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

Baseline

Intervention

Follow-up
Measures

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 the results of face stimuli improvement over pre-treatment and post-treatment periods. The graph is a scatter plot with points labeled A through E, indicating various levels of improvement or decline. The y-axis represents post-treatment scores, and the x-axis represents pre-treatment scores. The line of no change runs diagonally across the graph, with points above the line indicating improvement and points below indicating decline. Points A, B, C, D, and E are marked on the graph, showing different levels of change.](image-url)
Results: Story Stimuli

![Graph showing pre-treatment and post-treatment results for improved and declined story stimuli.]

- **Pre-treatment**
  - 2
  - 4
  - 6
  - 8
  - 10
  - 12

- **Post-treatment**
  - 2
  - 4
  - 6
  - 8
  - 10
  - 12

- **Improved**
- **Declined**

Points:
- A: Line of no change
- B
- C
- D
- E

Legend:
- Improved
- Declined
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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