

## Mindful Coping Power:

A preventive intervention to improve emotional and behavioral self-regulation in high-risk, reactive aggressive children



Mindful Families, Schools & Communities:  
Contemplative Practices to Promote  
Child & Family Well-Being

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START EACH SESSION

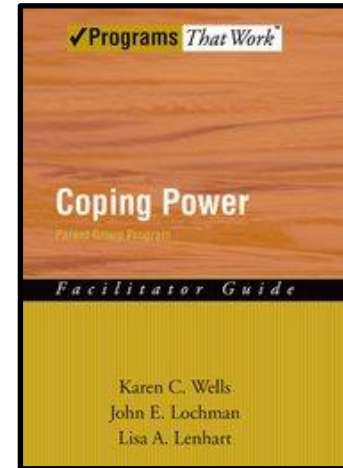
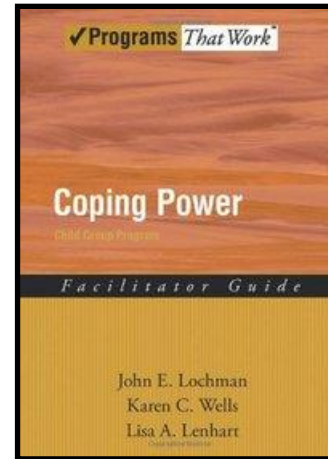


**Chime  
Leader**

# COPING POWER

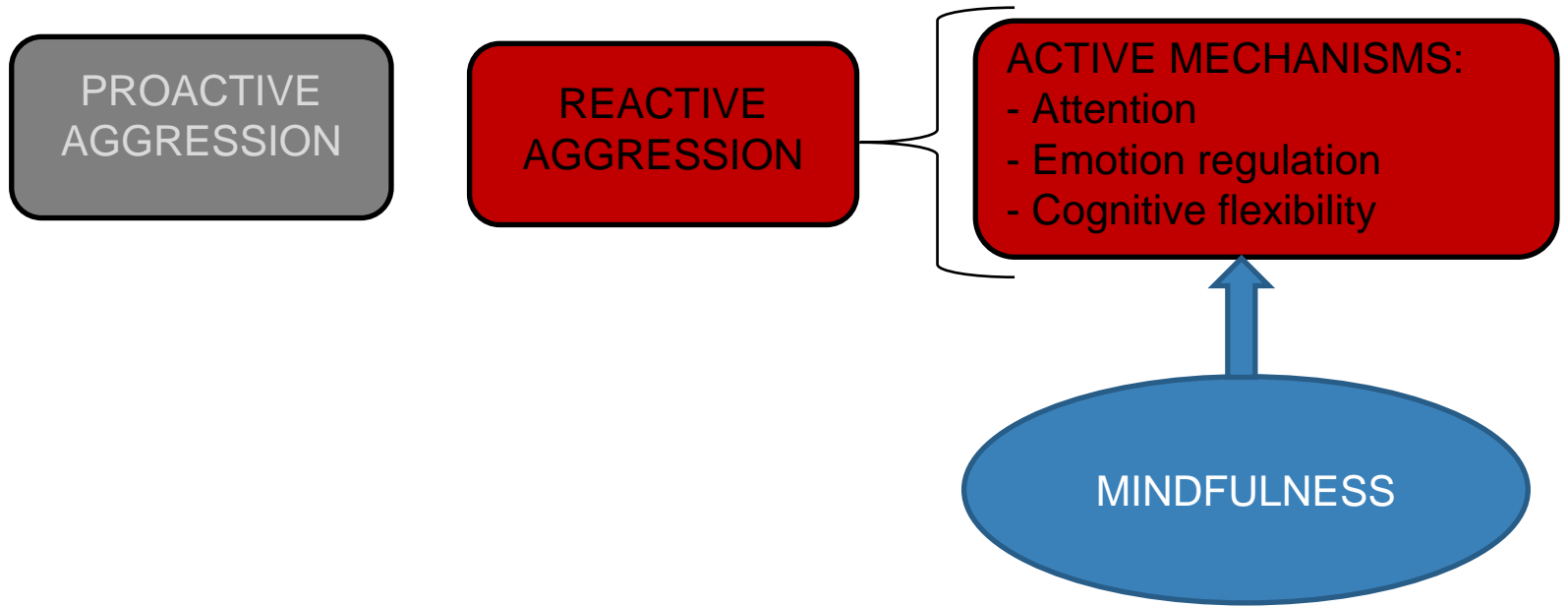
3

- » Evidence-based program
- » 8 RCT's: short- and long-term effects



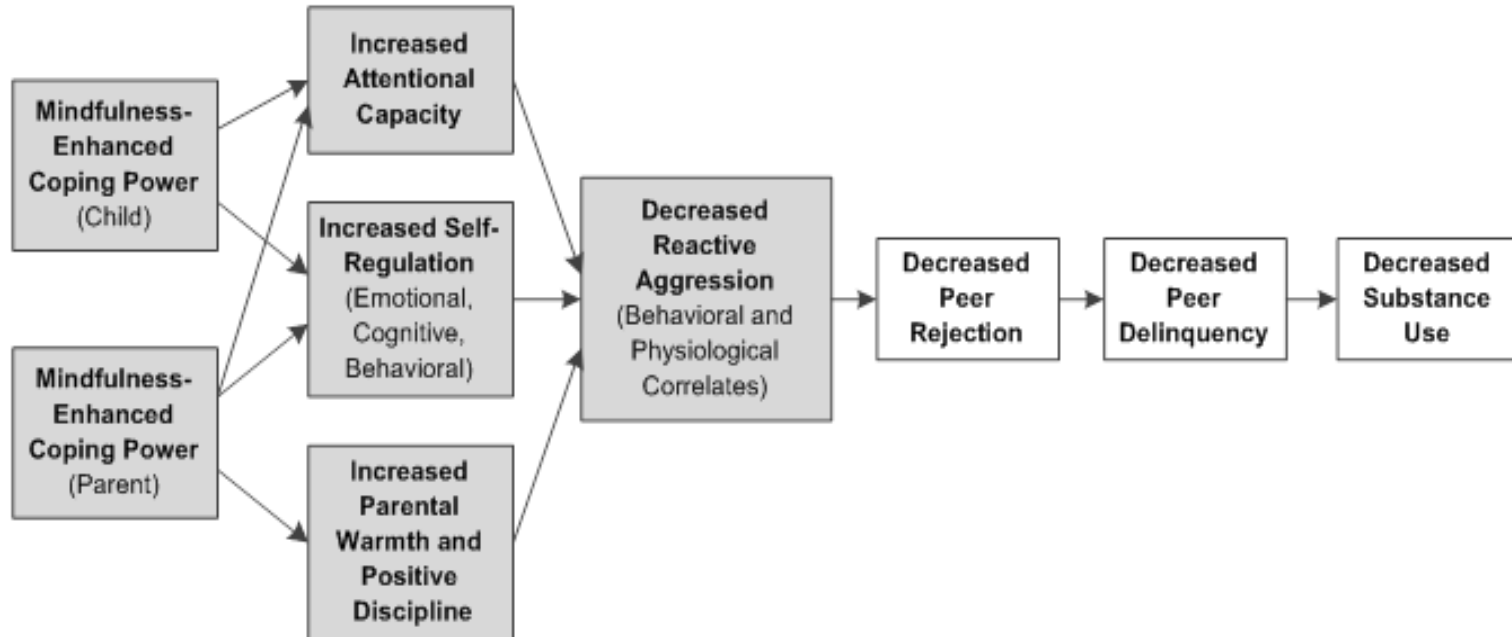
# RATIONALE: EFFECTS OF COPING POWER

4



# CONCEPTUAL MODEL

5



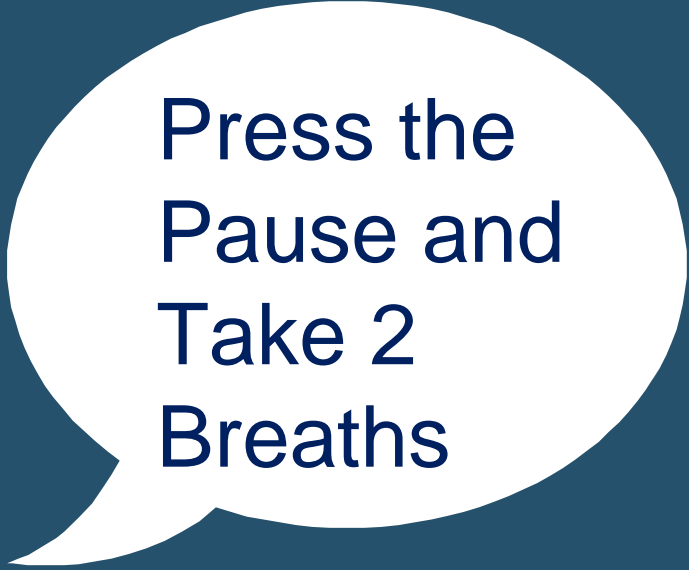
# MINDFULNESS CREATES SPACE. IMPULSIVE REACTIONS ARE REPLACED WITH THOUGHTFUL RESPONSES

**Without  
Mindfulness**



**With  
Mindfulness**

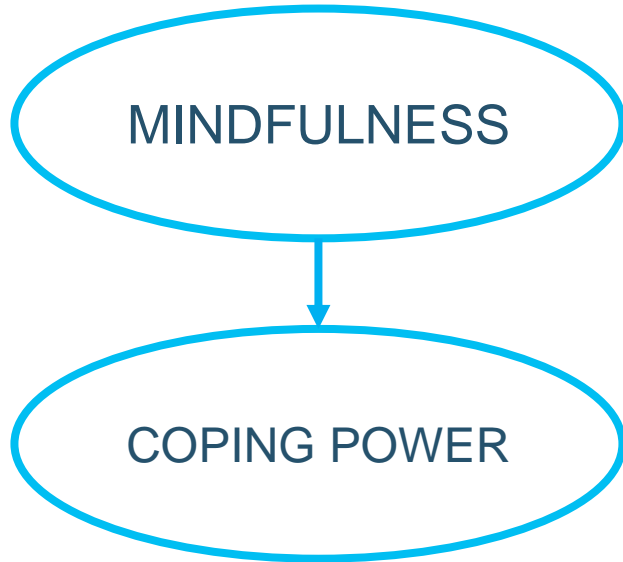




Press the  
Pause and  
Take 2  
Breaths


## MINDFUL COPING POWER: INTEGRATION OF MINDFULNESS INTO COPING POWER

8



- Mindfulness only sessions
- Mindfulness in each session
- Integration with Coping Power
  - Breath awareness
  - Mindful eating
  - Mindful movements
  - Compassion and gratitude





Feel and  
Spread the  
Good Vibes

# Randomized feasibility trial of MCP vs. CP

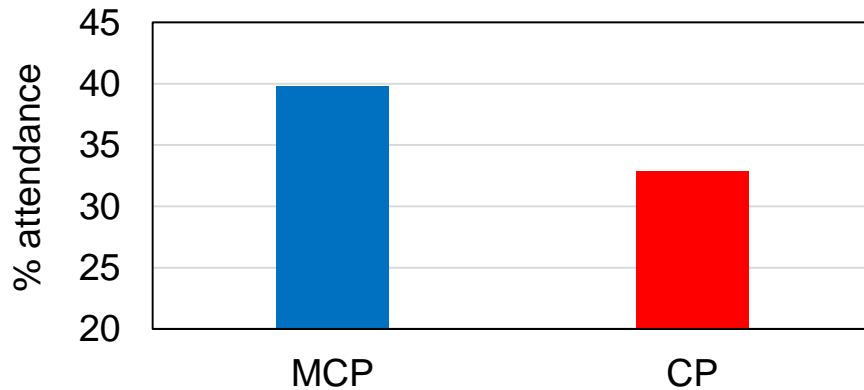
- » 5<sup>th</sup> grade students and their parents
- » Screened high on teacher-rated Reactive Aggression
- » Cohort 1 in 2015-2016
  - 45 child/family dyads
  - 4 schools
    - 8 child groups (1 MCP, 1 CP at each school, randomly assigned)
    - 4 parent groups (2 MCP, 2 CP, held at university)
  - 61% Black, 35% Caucasian, 4% Hispanic
  - 63% male, 37% female

# Randomized feasibility trial of MCP vs. CP

- » Cohort 2 in 2016-2017
  - 58 child/family dyads
  - 5 schools
    - 10 child groups (5 MCP, 5 CP, held at school)
    - 4 parent groups (2 MCP, 2 CP, held at university)
- » Intervention nearing completion

## Participant engagement outcomes

- » Child attendance high in both conditions (groups held at school)
- » Parent attendance significantly higher MCP > CP:



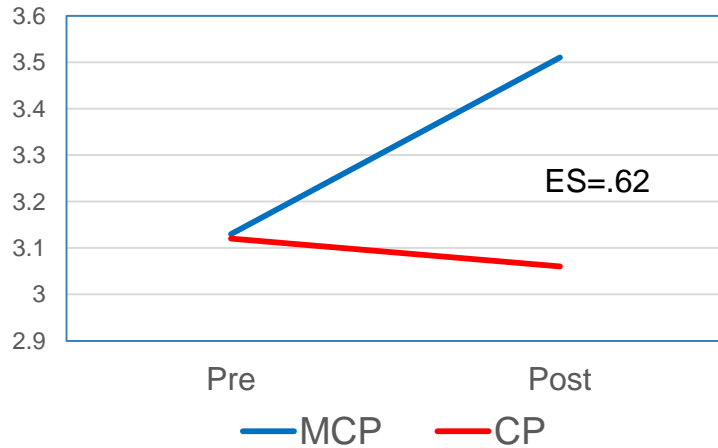
(ES=1.6,  $p<01$ )

## Child self-regulation outcomes (Parent report)

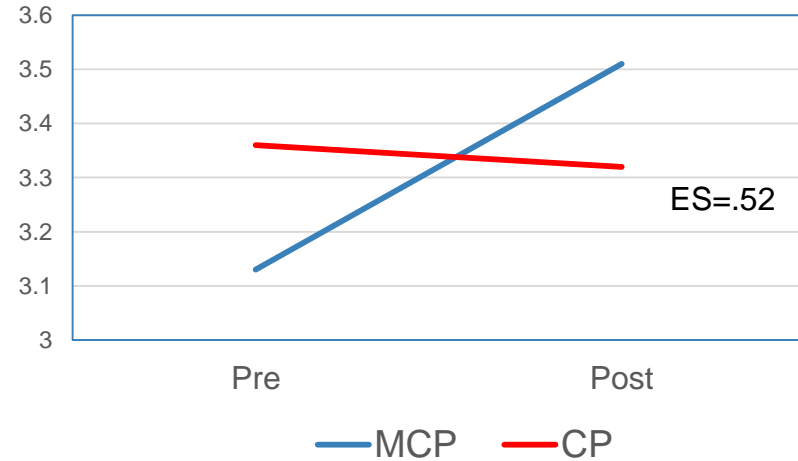
- » 24 of 27 comparisons favored MCP (vs. CP)
- » Medium to small effect sizes
  - Comparing 2 active treatment conditions

# Child self-regulation outcomes (Parent report)

Attention  
(EATQ-R, Parent Report)

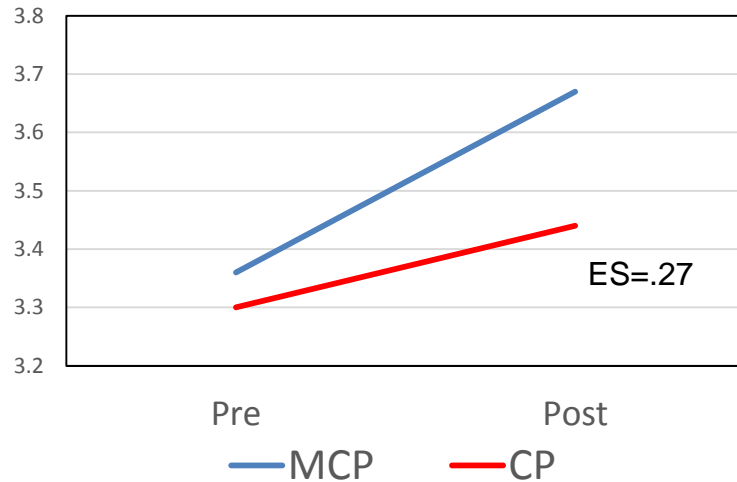


Activation Control  
(EATQ-R, Parent Report)

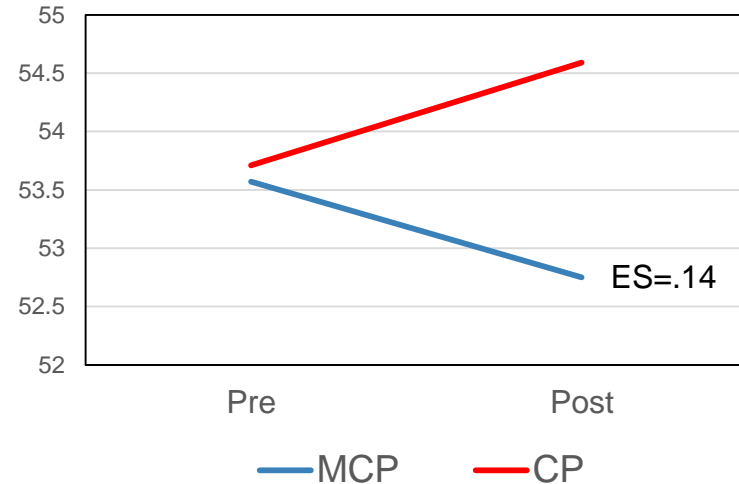


# Child self-regulation outcomes (Parent report)

Inhibitory Control  
(EATQ-R, Parent)



Externalizing Problems  
(BASC)



## Child adaptive skills outcomes (Parent report)

	<b>Effect size</b>	<b>Condition favored</b>
Social Skills (BASC)	.42	MCP > CP
Leadership (BASC)	.39	MCP > CP
Positive Composite (BASC)	.37	MCP > CP
Affiliation (EATQ-R)	.36	MCP > CP
Atypicality (BASC)	-.22	MCP > CP
Withdrawal (BASC)	-.20	MCP > CP

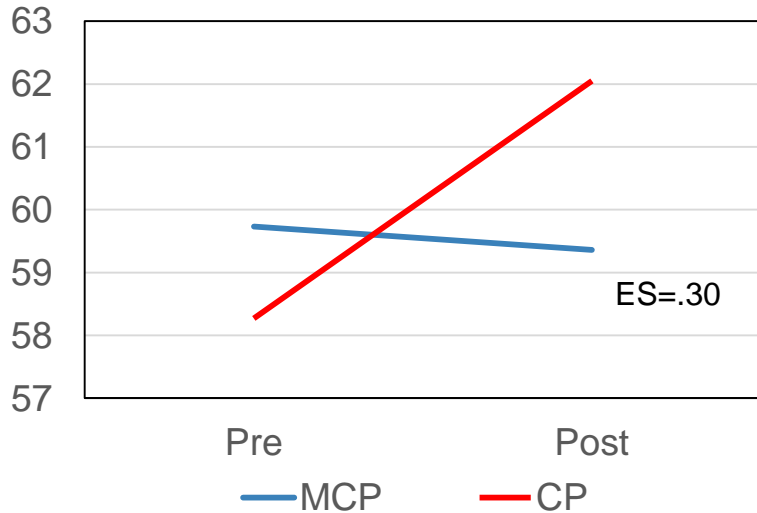


## Child self-regulation outcomes (Teacher report)

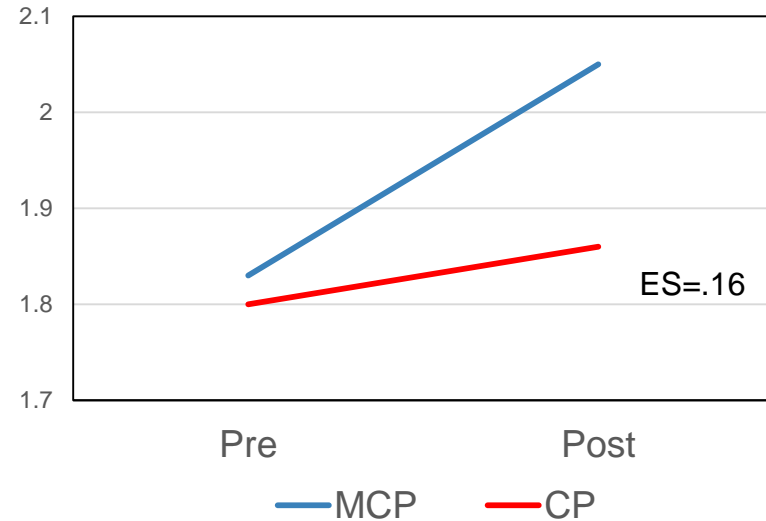
- » 14 of 27 comparisons favored MCP (vs. CP)
  - More mixed than parent report
  - Clear pattern among outcomes that favored CP
- » Effect sizes range from large to small

# Child self-regulation outcomes (Teacher report)

Conduct Problems  
(BASC)



Social Competence  
(TOCA-R)



## Child self-regulation outcomes (Teacher report)

	<b>Effect size</b>	<b>Condition favored</b>
Depression (BASC)	.29	CP > MCP
Anxiety (BASC)	.39	CP > MCP
Somatization (BASC)	.95	CP > MCP
Internalizing Composite (BASC)	.58	CP > MCP

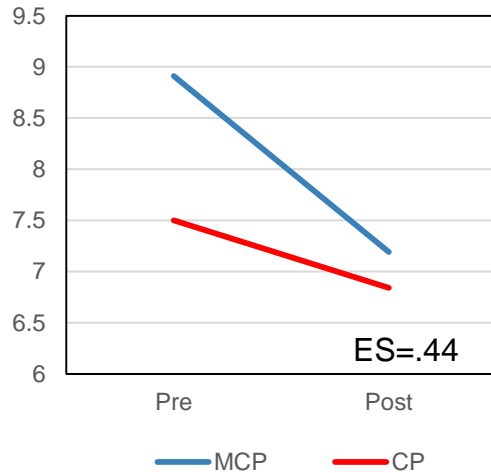
» Do these findings reflect better outcomes in CP, or greater awareness of body/feelings and comfort discussing in MCP children?

## Child self-regulation outcomes (Youth report)

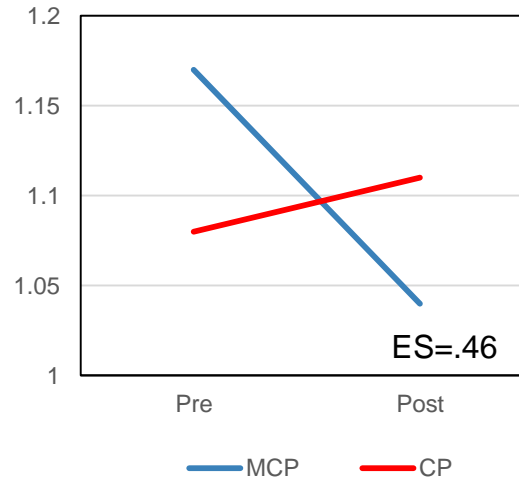
- » 36 of 48 comparisons favored MCP (vs. CP)
- » Effect sizes range from large to small
- » Similar to teacher report, effects favoring CP could also reflect increased awareness/reporting of arousal by youth in MCP, e.g.,
  - Physiological responses to stress (RSQ-Peer Stress)  $ES=.52$

# Child self-regulation outcomes (Youth report)

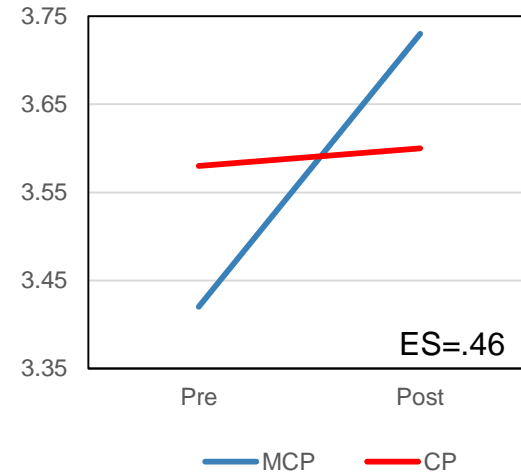
Reactive Aggression  
(Screener)



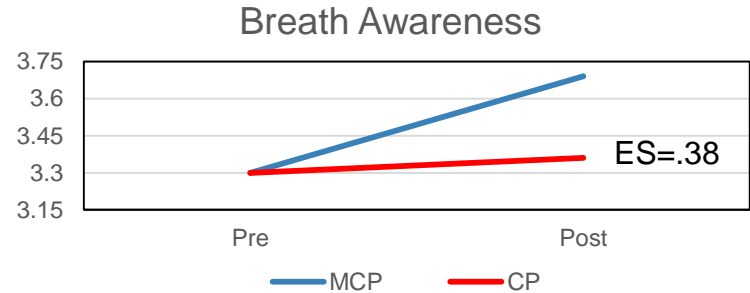
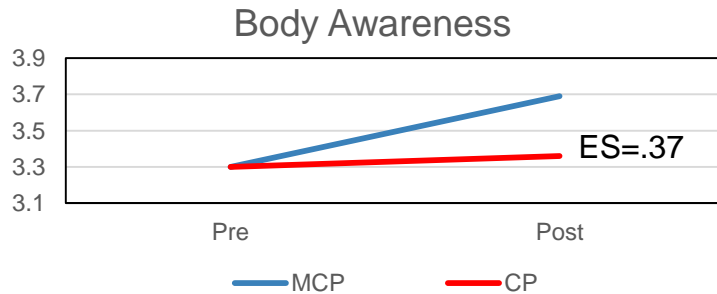
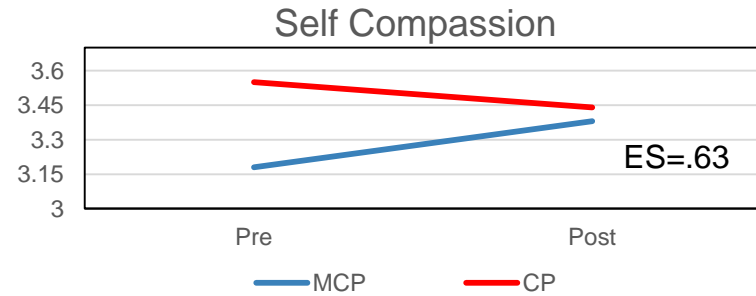
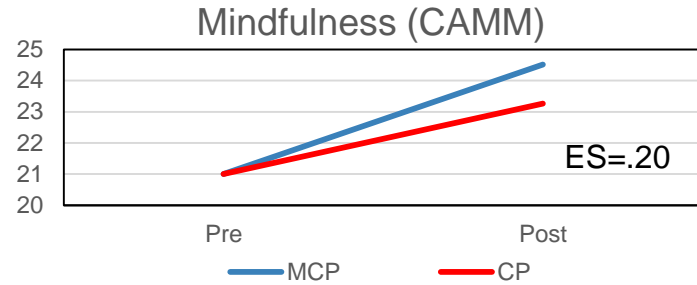
Total Dysregulation  
(ADI)



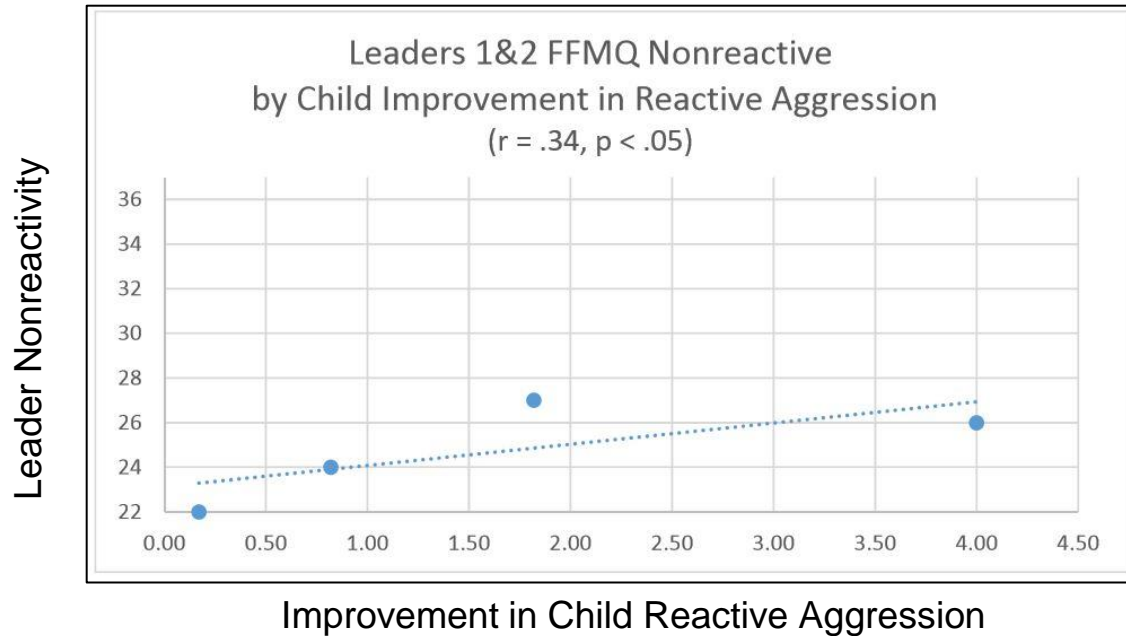
Inhibitory Control  
(EATQ)



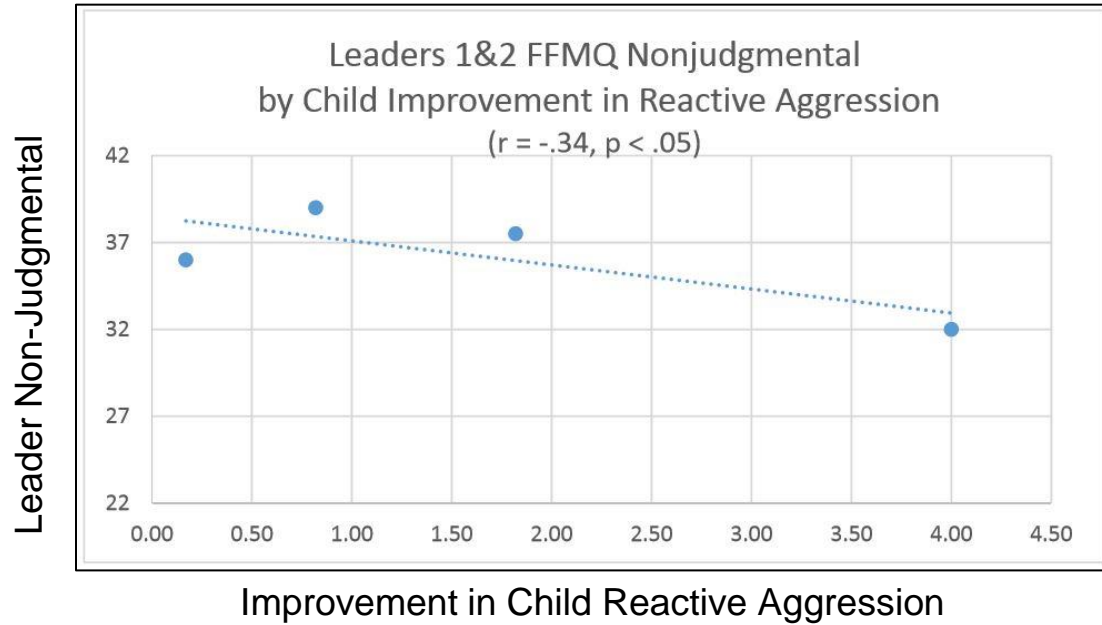
# Mindfulness outcomes (Youth report)



# Effects of leader mindfulness: exploratory



# Effects of leader mindfulness: exploratory





## Strategies for mindfulness with reactive-aggressive youth

- » Child leader roles (chime master, mindful/yoga leader, teach parents)
- » Leader 1 models poses, reads scripts, shares personal observations
- » Leader 2 actively circulates, provides quiet prompts (shoulder tap, whispered instruction)
- » Incentive for mindful participation
- » Progressive, predictable sequences (yoga & compassion practices)

## Strategies for mindfulness with reactive-aggressive youth

- » Repeat phrases/acronyms (PTP/Take 2, Notice Right Now, FSGV)
- » Lights off, flexible about putting head on desk, laying on back or side, hood or arm over eyes
- » Scripts provide time to settle in, fairly continuous verbal prompts
- » Use props (sand timers, pinwheels) and video-modeling

## Future Directions

- » Parent outcomes in Cohort 1
- » Outcomes with full sample (Cohorts 1 & 2)
  - Pre-post and 1-year follow-up data
- » Physiological data
- » Leader mindfulness (observational coding)
- » R01

# Acknowledgments

- » National Institute on Drug Abuse (R34DA035946)
- » Tuscaloosa City Schools
- » Participating children & families
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  - John Lochman, Nicole Powell, Devon Romero, Shane Jones, Janelle Rowe, Lixin Qu
- » Consultants
  - Mark Greenberg, Doug Coatsworth, Lisa Coyne, Anna Yaros



END EACH SESSION



**Chime  
Leader**