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# Focus *Women* ON *♀* MAGAZINE



**THIS  
ISSUE**

Self Regulation

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Raising Kids to be smart about money

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What the TCJA means for Mortgages

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Diana Morris on Lachesis

July/August 2018

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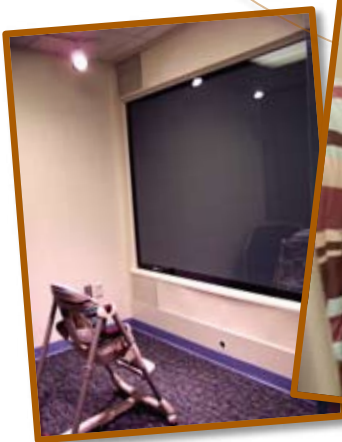


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When illusions are abundant, discernment is our greatest ally. From Social Media, to cable news sources, to self-serving messengers, and from as Shakespeare puts it, statements from those who feed us half-truths that lead us to our harm. All can be ingredients that make up a main course of gluttonous information stemming from sources of dubious intent.

In the absence of critical thinking, we may find ourselves in a self-imposed eclipse of misinformation. In essence, to be well informed, and armed with truth, it behooves us to question the maelstrom of information that surrounds us, take time to examine the motives of the source and look beyond the facade of appearances to probe deeper to determine facts from fiction. It is through these means that we are empowered to make informed decisions to improve the quality of our lives, our community and our world.

*"Fair is fowl and fowl is fair."*

*- William Shakespeare*

Happy Summer

All the best,

**Joslyn Wolfe**

Publisher, Focus on Women Magazine  
([nicbri@focusonwomenmagazine.net](mailto:nicbri@focusonwomenmagazine.net))

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# Focus Women ON Women MAGAZINE

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**Focus on Women Magazine** is a bi-monthly publication for women, to women, and about women which focuses on topics of interest to women and is geared towards a multi-generational audience.

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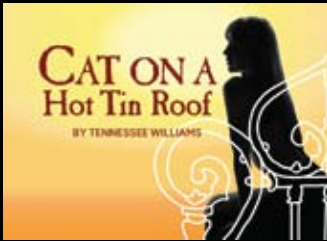


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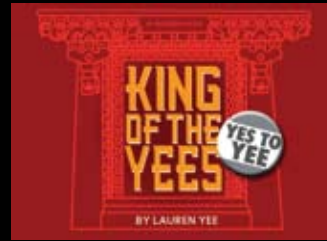
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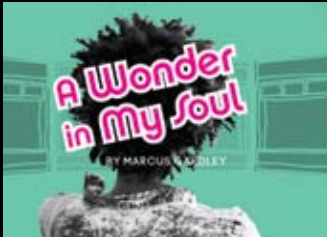
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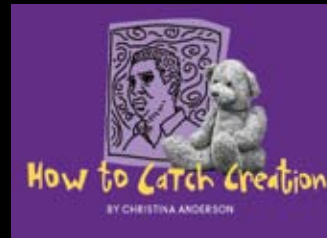
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# What is Self-Regulation?

## Definition, Theory + 95 Skills and Strategies



Why don't we just do exactly what we feel like doing when we feel like doing it?

This is a question that you might hear from kids, and it perfectly encapsulates what they “just don't get” about adults. As adults, we pretty much have free reign to do whatever we want, whenever we want. We won't get arrested for not showing up to work (for the vast majority of jobs, anyway!), and no one will haul us off to jail for eating cake for breakfast.

So why do we show up for work? Why don't we eat cake for breakfast?

Perhaps the better question is, how do we keep ourselves from shirking work when we don't want to go? How do we refrain from eating cake for breakfast and eating healthy, less delicious food instead?

The answer is self-regulation. It's a vital skill, but it's also something we generally do without thinking much about.

If you want to learn more about self-regulation, how we make the decisions we make, and why we are more susceptible to temptation at some times than at others, you've come to the right place!

Let's jump in with a more official definition of self-regulation.

### What is the Meaning of Self-Regulation?

Andrea Bell from GoodTherapy.org has a simple, straightforward definition of self-regulation:

*self-regulation is “control [of oneself] by oneself” (2016).*

It can refer to self-control by a wide range of organisms and organizations, but for our purposes, we'll focus on the psychological concept of self-regulation. As Bell also notes:

*“[S]omeone who has good emotional self-regulation has the ability to keep their emotions in check. They can resist impulsive behaviors that might worsen their situation, and they can cheer themselves up when they're feeling down. They have a flexible range of emotional and behavioral responses that are well matched to the demands of their environment” (2016).*

The goal of most types of therapy is to improve an individual's ability to self-regulate, to gain (or regain) a sense of control over their behavior and their lives. Psychologists generally refer to two specific types when they use the term “self-regulation”:

- **Behavioral self-regulation**
- **Emotional self-regulation**

### What is Behavioral Self-Regulation?

Behavioral self-regulation is:

*“the ability to act in your long-term best interest, consistent with your deepest values” (Stosny, 2011).*

It is what allows us to feel one way but act another.

If you've ever dreaded getting up and going to work in the morning, but you remembered your goals (e.g., a raise, a promotion) or your basic needs (e.g., food, shelter) and got up and out the door all the same—you displayed effective behavioral self-regulation.

### What is Emotional Self-Regulation?

On the other hand, emotional self-regulation involves control of—or at least influence over—your emotions.

If you have ever talked yourself out of a bad mood or calmed yourself down when you were angry, you were displaying effective emotional self-regulation.

## What is Self-Regulation Theory?

Self-Regulation Theory (SRT) simply outlines the process and components involved when we decide what to think, feel, say, and do. Self-regulation is particularly salient in the context of making a “good” choice when we actually have a strong desire to do the opposite (e.g., refraining from eating an entire pizza just because it tastes good).

According to modern SRT expert Roy Baumeister (2007), there are four components of self-regulation:

1. **Standards:** of desirable behavior
2. **motivation:** to meet standards
3. **Monitoring:** of situations and thoughts that precede breaking standards
4. **Willpower:** internal strength to control urges

These four components interact to determine our self-regulatory activity at any given moment. According to SRT, our behavior is determined by our personal standards of good behavior, our motivation to meet those standards, the degree to which we are consciously aware of our circumstances and our actions, and the extent of our willpower to resist temptations and choose the “right” path.

## The Psychology of Self-Regulation: Albert Bandura and Barry Zimmerman

According to Albert Bandura (1991), the expert on self-efficacy and leading researcher of SRT, self-regulation is a continuously active process in which we:

1. Monitor our own behavior, the influences on our behavior, and the consequences of our behavior.
2. Judge our behavior in relation to our own personal standards and broader, contextual standards.
3. React to our own behavior (i.e., what we think and how we feel about our behavior).

Bandura also notes that self-efficacy plays a huge role in this process, as it exerts its influence on our thoughts, feelings, motivation, and action.

A quick thought experiment shows how significant a factor self-efficacy is; imagine two people who are highly motivated to lose weight. They are both actively monitoring their food intake and their exercise, and they have specific, measurable goals that they have set for themselves.

One of them has high self-efficacy and believes he can lose weight if he puts in the effort to do so. The other has low self-efficacy and feels that there’s no way he can hold to his prescribed weight loss plan.

Who do you think will be better able to say no to second helpings and decadent desserts? Which of them do you think will be more successful in getting up early to exercise each morning?

We can say with reasonable certainty that the man with higher self-efficacy is likely to be more effective, even if they start with the exact same standards, motivation, monitoring, and willpower.

Barry Zimmerman, another big name in the SRT literature, put forth his own theory founded on self-regulation: Self-Regulated Learning (SRL) theory.

## What is Self-Regulated Learning?

Self-regulated learning refers to the process a student engages in when she takes responsibility for her own learning and applies herself to academic success (Zimmerman, 2002).

This process happens in three steps:

1. **Planning:** the student plans her task, sets goals, outlines strategies to tackle it, and/or creates a schedule for the task.
2. **Monitoring:** in this stage, the student puts her plans into action and closely monitors her performance and her experience with the methods she chose.
3. **Reflection:** finally, after the task is complete and results are in, the student reflects on how well she did and why she performed the way she did (Zimmerman, 2002).

When students take the initiative and regulate their own learning, they gain deeper insights into how they learn, what works best for them, and—ultimately—they perform at a higher level. This improvement springs from the many opportunities to learn:

1. In the planning phase, students have an opportunity to work on their self-assessment and learn how to pick the best strategies for success.
2. In the monitoring phase, students get experience implementing the strategies they chose and making real-time adjustments to their plans as needed.



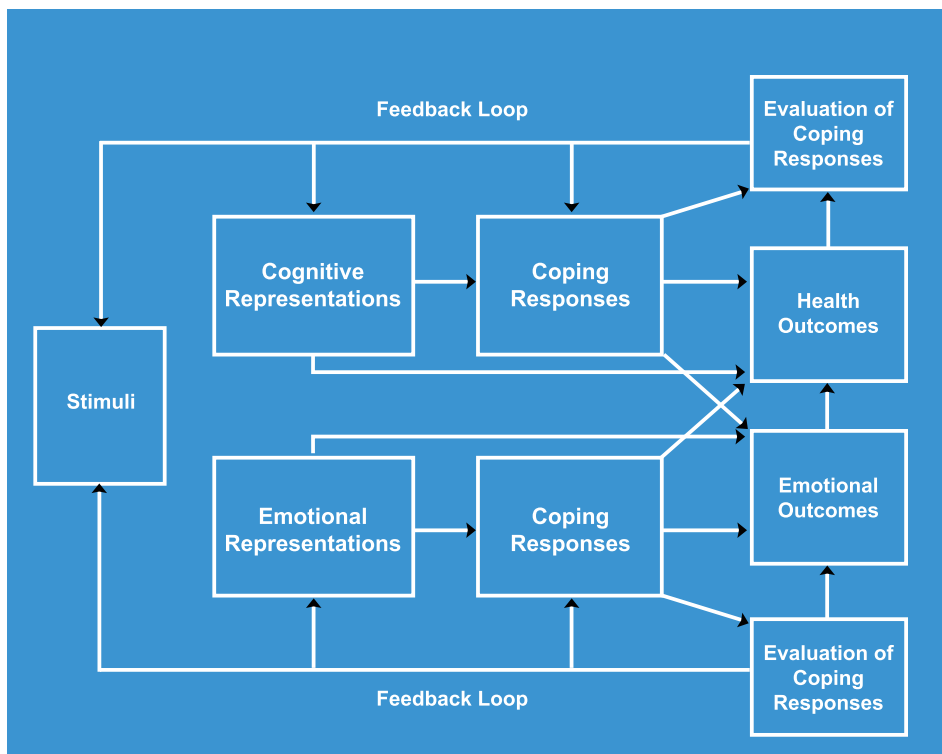
3. In the reflection phase, students put everything they have learned together and reflect on their experience, learning what works for them and what should be altered or replaced with a new strategy.

## The Self-Regulatory Model

Getting back to self-regulation overall, it can be useful to consider the self-regulatory model to better understand SRT. While the model below is specific to health and illness-related self-regulation, it is still a good representation of the complex processes at work during self-regulation of any kind.

The figure shows how the model works:

1. Stimuli are presented (i.e., something happens that provokes a reaction, whether that's a thought, something another person said, getting significant news, etc.).
2. The individual makes sense of the stimuli, cognitively (understanding it) and emotionally (feeling it).
3. The sense-making leads to the individual choosing coping responses (i.e., what the person does to influence their feelings about the stimuli or the actions they take to address the stimuli).
4. The sense-making and coping responses determine the outcomes (i.e., the individual's overall response and how they choose to behave).
5. The individual evaluates his coping responses in light of these outcomes and determines whether to continue using the same coping responses or alter their formula.



If words like “stimuli” and “emotional representations” throw you off, perhaps an example of the model in action will help.

Let’s use Bob as our example. Bob was just diagnosed with diabetes and is facing his new reality: checking his blood sugar, changing up his diet, and potentially LOTS of needles. The diagnosis is Bob’s stimulus.

Bob attempts to make sense of his diagnosis. He talks to his doctor, recalls a friend’s experience with diabetes, thinks about a character’s struggle with diabetes in his favorite TV show, and tries to remember what he learned about diabetes in his college health classes. All of this information feeds into his cognitive representation of his diagnosis.

It’s not all objective thoughts though; Bob also feels a little shocked about getting this diagnosis since he hadn’t even considered that he had diabetes. He is worried about how long he’ll be around for his kids and anxious about how much his life will change. He’s also scared about what will happen if his life doesn’t change. These feelings make up his emotional representation of his diagnosis.

Once he has a semi-firm grasp on his thoughts and feelings about the diagnosis, he makes some decisions about what comes next. Through discussion with his doctor, he decides on a new, healthier diet. He commits to taking more frequent walks. However, he also finds that it’s easy to put his diagnosis out of his mind when he’s not having an episode or being directly affected by it. These decisions and actions are his coping responses.

Bob implements these responses for a few days, then reflects on how he’s been doing. He realizes that, although he is eating marginally healthier and he’s taken a short walk each day, he has mostly refrained from thinking about his diagnosis at all. Bob reminds himself that if he keeps ignoring his diabetes, he will eventually get sick and may even suffer significant, long-term consequences. This is his evaluation of his representations and coping methods.

Bob commits to facing his diabetes head-on instead of denying or ignoring it, and resolves to work on keeping the potential consequences of not staying healthy in mind. He also resolves to fully embrace the diet he and his doctor planned out and start going to the gym three times a week. Here, Bob is using his evaluation of his representations, coping responses, and outcomes to assess how well his actions align with his desired future: a happy and healthy Bob who is around to see his kids grow up. This is the feedback loop.

This short example is a good representation of what self-regulation looks like; it is essentially monitoring your own thoughts, feelings, and behaviors and comparing the outcomes against your goals, then deciding to maintain your current attitudes and behaviors or deciding to adjust them so you can more effectively meet your goals.

## What is Self-Regulation Therapy?

As noted earlier, you could argue that ALL forms of therapy are centered on self-regulation—they all aim to help a client reach a level of equilibrium in which they are able to effectively regulate their own emotions and behavior (and sometimes thought patterns, in the case of therapies like cognitive behavioral therapy and mindfulness-based cognitive therapy).

However, there is also a form of therapy that is designed around self-regulation theory and grounded in its principles.

Self-Regulation Therapy draws from findings in neuroscience and biology to help clients reduce “excess activation in the nervous system” (Canadian Foundation for Trauma Research & Education, n.d.). This excess activation (i.e., an off-balance or inappropriate “fight or flight [or freeze]” response) can be triggered by a traumatic event or any other event in life that is significant or overwhelming, throwing a monkey wrench into the normal self-regulation process.

Self-Regulation Therapy aims to help the client correct this problem, building new pathways in the brain to allow for more flexibility and more appropriate emotional and behavioral responses. The ultimate goal is to turn that emotional and/or behavioral dysregulation into effective self-regulation.

## Self-Regulation vs Self-Control

If you're thinking that self-regulation and self-control have an awful lot in common, you're right! They are similar concepts and deal with some of the same processes; however, they are two distinct constructs.

As psychologist Stuart Shanker (2016) puts it:

*“Self-control is about inhibiting strong impulses; self-regulation, reducing the frequency and intensity of strong impulses by managing stress-load and recovery. In fact, self-regulation is what makes self-control possible, or, in many cases, unnecessary.”*

Viewed in this light, we can think about self-regulation as a more automatic and subconscious process—unless the individual determines to purposefully monitor and alter their self-regulation—while self-control is a set of much more active and purposeful decisions and behaviors.

## Self-Regulatory Depletion

An important SRT concept to understand is that of self-regulatory depletion, also called ego depletion.

This is a state in which an individual's willpower and control over their self-regulation processes have been used up, their energy earmarked for inhibiting impulses expended, and it often results in poor decision-making and performance (Baumeister, 2014).

When a person has been faced with many temptations and/or especially strong temptations, they must exert an equally large amount of energy controlling their impulses to give in to the temptations. SRT posits that people have a limited amount of energy for this purpose and once it's gone, two things happen:

1. Inhibitions and behavioral restraints are weaker, meaning that the individual has less motivation and willpower to refrain from the temptations.
2. The temptations/desires/urges are felt much more strongly than when willpower is at a normal, non-depleted level (Baumeister, 2014).

This is a key idea in SRT; it explains why we struggle to avoid engaging in “bad behavior” when we are tempted by it over a long period of time. For example, it explains why many dieters can keep to their strict diet all day, but give in after dinner when tempted by dessert. It also explains why a married or otherwise committed person can rebuff an advance from someone who is not their partner for days or weeks but eventually give in and engage in an affair.

Recent findings in neuroscience back this idea of self-regulatory depletion; a study from 2013 (Wagner et al.) used functional neuroimaging to show that those who had depleted their self-regulatory energy experienced less connectivity between the regions of the brain involved in self-control and those involved in rewards. In other words, their brains were less accommodating in helping them resist temptation after sustained self-regulatory activity.

## 5 Examples of Self-Regulatory Behavior

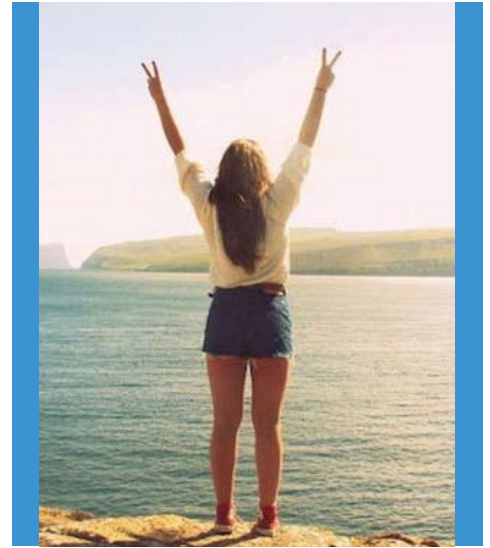
Although self-regulatory depletion is a difficult hurdle, SRT does not imply that it is impossible to remain in control of your urges and behavior when your energy is depleted, merely that it becomes harder and harder as your energy level decreases.

However, there are many examples of successful self-regulatory behavior, even when the individual is fatigued from constant self-regulation.

Examples of successful self-regulatory behavior include:

- A cashier who stays polite and calm when an angry customer is berating him for something he has no control over.
- A child who refrains from throwing a tantrum when he is told he cannot have the toy he so desperately wants.
- A couple who are in a heated argument about something that is important to both of them deciding to take some time to cool off before continuing their discussion, instead of devolving into yelling, insults, and name-calling.
- A student who is tempted to join her friends for a fun night out but decides to stay in to study for tomorrow's exam instead.
- A woman trying to lose weight who meets a friend at a restaurant and sticks with the "healthy options" menu instead of ordering one of her favorite, high-calorie dishes.

As you can see, self-regulation covers a wide range of behaviors, from the minute-to-minute decisions we make to the larger, more significant decisions that can have a big impact on whether we meet our goals or not.



## Why Self-Regulation is Important for Well-Being

It should be clear by now that self-regulation is important for many reasons, especially concerning our ability to meet our goals.

Another outcome of effective self-regulation may not be as immediately obvious, but you'll see why self-regulation is so vital to this outcome in a moment: enhancing and maintaining a healthy sense of well-being.

Overall, there is tons of evidence to suggest that those who successfully display self-regulation in their everyday behavior enjoy greater well-being. Researchers Skowron, Holmes, and Sabatelli (2003) found that greater self-regulation was positively associated with well-being for both men and women.

Findings are the same for young people as well; a study from 2016 showed that adolescents who regularly engage in self-regulatory behavior report greater well-being than their peers, including enhanced life satisfaction, perceived social support, and positive affect (i.e., good feelings). On the other hand, those who suppressed their feelings instead of addressing them head-on experienced lower well-being, including greater loneliness, more negative affect (i.e., bad feelings), and worse psychological health overall (Verzeletti, Zammuner, Galli, Agnoli, & Duregger, 2016).

## Emotional Intelligence and Self-Regulation

To get more specific, one of the ways in which self-regulation contributes to well-being is through emotional intelligence.

Emotional intelligence can be described as:

*"the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth" (Mayer & Salovey, 1997).*

This sounds like a pretty important factor in terms of well-being, doesn't it?

According to emotional intelligence expert Daniel Goleman, there are five components of emotional intelligence:

1. **Self-awareness**
2. **Self-regulation**
3. **Internal motivation**
4. **Empathy**
5. **Social skills**

Self-regulation, or the extent of an individual's ability to influence or control their own emotions and impulses, is a vital piece of emotional intelligence, and it's easy to see why; can you imagine someone with high self-awareness, intrinsic motivation, empathy, and social skills who inexplicably has little to no control over their own impulses and is driven by emotion without inhibition? There's something off about that picture because self-regulation is an integral part of overall emotional intelligence.

And, as researchers Di Fabio and Kenny (2016) found, emotional intelligence is strongly related to well-being. The better able we are to understand and address our own emotions and the emotions of others, the better able we are to make sense of our environment, adjust to it, and pursue our goals.

## Self-Regulation and Motivation

On the subject of pursuing our goals, self-regulation is also clearly entwined with motivation. As you might recall from earlier in this piece, motivation is one of the core components of self-regulation; it is one of the factors that determines how well we are able to regulate our emotions and behaviors.

An individual's level of motivation to succeed in his endeavors is directly related to his performance. If he has the best of intentions, well-laid plans, and extraordinary willpower, he will still likely fail if he is not motivated to regulate his behavior and avoid the temptation to slack off or set his goals aside for another day.

The more motivated we are to achieve our goals, the greater our ability to strive toward them. This impacts our well-being by filling us with a sense of purpose, competence, and self-esteem, especially when we are able to meet our goals.

## Self-Regulation in ADHD and Autism

As you might have guessed, self-regulation is also an important topic for those struggling with Attention-Deficit Hyperactivity Disorder (ADHD) or Autism Spectrum Disorders (ASD).

One of the hallmarks of ADHD is a limited ability to focus and regulate one's attention. For example, ADDitude blogger Penny Williams (n.d.) describes her 11-year-old son Ricochet's struggles with ADHD in terms of the struggle to self-regulate:

*"At times, he has struggled with identifying his feelings. He is overwhelmed with emotion sometimes, and he has trouble labeling his feelings. You can't deal with what you can't define, so this often creates a troublesome situation for him and me. Now that Ricochet is old enough to start regulating his reactions, one of our current behavior goals is identifying, communicating, and regulating feelings and actions."*

Similarly, difficulty with emotional self-regulation is part and parcel of ASD. Those on the autism spectrum often have trouble identifying their emotions, and if they are able to identify their emotions, they generally have trouble modulating or regulating their emotions.

This ASD-difficulty is well-understood as a common symptom, but effective methods for improving self-regulation in ASD is unfortunately not as well-known or implemented as one might wish.

The nonprofit advocacy group Autism Speaks suggests several strategies to help children with autism learn to better self-regulate—many of which can be applied to those with ADHD as well—including:

- Celebrate and build your **child's strengths** and successes.
- Respect and listen to your child.
- Validate your child's concerns and emotions.
- Provide clear expectations of behavior (using visual aids if necessary).
- Set your child up for success (e.g., accepting a one-word answer, providing accommodations, using Velcro instead of shoelaces).
- Ignore the challenging behavior, like screaming or biting.
- Alternate tasks; do something fun, then something challenging.
- Teach and interact at your child's current level rather than at what level you want him or her to be at.
- Give your child choices, but within strict parameters (e.g., allowing the child to choose what activity to do first).
- Provide access to breaks when needed--this will give him or her an opportunity to avoid bad behavior.
- Promote the use of a safe calm-down place as a positive place, not a place of punishment.
- Set up reinforcement systems to reward your child for desired behavior.
- Allow times and places for your child to do what he or she wants (when not an inconvenience or intrusion on anyone else).
- Reward flexibility and self-control, verbally and with tangible rewards.
- Use positive/proactive language to encourage good behavior rather than pointing out bad behavior (2012).

Helping your child learn to more effectively self-regulate will ultimately benefit you, your child, and everyone he or she interacts with, and improve his or her overall well-being.

## Self-Regulation and Mindfulness

Self-regulation and **mindfulness** are two peas in a pod when it comes to contributing to well-being.

As we learned earlier, self-regulation requires **self-awareness** and monitoring of one's own emotional state and responses to stimuli. Being conscious of your own thoughts, feelings, and behavior is the foundation of self-regulation; without it, there is no ability to reflect or choose a different path.

Teaching mindfulness is one great way to both improve the ability to self-regulate and enhance overall well-being. Mindfulness can be defined as the conscious effort to maintain a moment-to-moment awareness of what's going on, both inside your head and around you. It encourages active awareness of one's own thoughts and feelings and promotes conscious decisions about how to behave over simply going along with whatever your feelings tell you.

There is good evidence that mindfulness is an effective tool for teaching self-regulation; researchers Razza, Bergen-Cico, and Raymond (2015) recently published a study on the effects of a **mindfulness-based yoga intervention** on preschool children. The researchers found that those in the mindfulness group exhibited greater attention, better ability to delay gratification and more effective inhibitory control than those in the control group. Findings also suggested that those with the most inherent trouble self-regulating benefited the most from the mindfulness intervention, indicating that those at the lower end of the self-regulation continuum are not a "lost cause!"

## Self-Regulation and Executive Function

Mindfulness is an excellent way to build certain attention skills, which are part of a larger set of vital skills that allow us to plan, focus, remember important things, and multitask effectively (or semi-effectively, at least).

These skills are known as executive function skills, and they involve three key types of brain functions:

1. **Working memory: our cache of short-term memories, or information we recently took in.**
2. **Mental flexibility:** our ability to shift our focus from one stimulus to another and apply context-appropriate rules for attention and behavior.
3. **Self-control:** our ability to set priorities, regulate our emotions, and to resist our impulses (Center on the Developing Child, n.d.).

These skills are not inherent from birth but learned and built upon over time. They are vital skills for navigating the complex world we live in and make good choices.

When we are able to successfully navigate our world and make good choices, we set ourselves up to **meet our goals** and enjoy **greater well-being**.



## Self-Regulation Test and Assessment – Scale and Questionnaire

If you're interested in measuring your level of self-regulation (or using it in research), you have two good options:

- The Self-Regulation Questionnaire (SRQ) for adults (Brown, Miller, & Lawendowski, 1999)
- The Preschool Self-Regulation Assessment (PSRA) for children (Smith-Donald, Raver, Hayes, & Richardson, 2007)

The SRQ is a 63-item assessment measured on a scale from 1 (Strongly disagree) to 5 (Strongly agree). The items correspond to one of seven components:

1. Receiving relevant information
2. Evaluating the information and comparing it to norms
3. Triggering change
4. Searching for options
5. Formulating a plan
6. Implementing the plan
7. Assessing the plan's effectiveness

If you're interested in learning more about this scale or using it in your own work, [click here](#) (note: this link triggers the download of a PDF that includes information about the scale, references, and the scale itself).

If you're more interested in working with young children on self-regulation, the PRSA will probably work best for you. It's described as a "portable" direct assessment of self-regulation in young children based on a set of structured tasks, including activities like:

- Balance Beam
- Pencil Tap
- Tower Task
- Tower Cleanup

To see the script for this interactive assessment, [click here](#). To learn more about this assessment or to inquire about using it for your research, [click here](#).

## Self-Regulation in Early Childhood and Child Development

As we noted earlier, the development of self-regulation begins very early on. As soon as children are able to access working memory, exhibit mental flexibility, and control their behavior, you can get started helping them develop their self-regulation.

### How to Teach and Develop Self-Regulation in Toddlers

So, you're probably convinced that self-regulation in children is a good thing, but you might be wondering, "Where to begin?"

If that captures your thought process, fear not! We have some tips and suggestions to get you started.

Here's a good list of suggestions from Day2Day Parenting for supporting very young children's (e.g., toddlers and preschoolers) self-regulation:

- Provide a structured and predictable daily routine and schedule
- Change the environment by eliminating distractions: turn off the tv, dim lights, or provide a soothing object (like a teddy bear or photo of Mom) when you sense a child is becoming upset
- Role play with the child how to act or what to say in certain situations
- Teach and talk about feelings and review home/classroom rules regularly
- Allow children to let off steam by creating a quiet corner with a small tent or pile of pillows
- Encourage pretend play scenarios among preschoolers
- Stay calm and firm in your voice and actions even when a child is "out of control"
- Anticipate transitions and provide ample warning to the child or use picture schedules or a timer to warn of transitions
- Re-direct inappropriate words or actions when needed
- In the classroom or at playgroups pair children with limited self-regulatory skills with those who have good self-regulatory skills as a peer model
- Take a break yourself when needed, as children with limited self-regulatory skills can try an adult's patience (Thrive Place, 2013).

## 15 Activities and Games for Kindergarten and Preschool

You can also use games and activities to help young children build their self-regulation skills. Check out the resources listed below for some ideas.

### Classic Games

We titled these the “Classic Games” because they are popular, well-known games that you are probably already familiar with. Luckily, they can also be used to help your child develop self-regulation!

If you haven't already, give these a try:

1. **Duck Duck Goose**
2. **Hide and Seek**
3. **Freeze Tag**
4. **Musical Chairs**
5. **Mirror Mirror**



Some further suggestions come from Your Therapy Source website, with descriptions of the games and activities as well (2017):

- **Red Light, Green Light** – kids move on the green light and stop on the red light. Don't get caught moving on the red light.
- **Mother May I** – one child is the leader. The rest of the children ask: “Mother May I take....” a certain amount of steps, hops, jumps or leaps to get to the leader. The leader approves or disapproves.
- **Freeze Dance** – turn on music. When the music stops children have to freeze.
- **Follow My Clap** – The leader creates a clapping pattern. Children have to listen and repeat.
- **Loud or Quiet** – Children have to perform an action either loud or quiet. First, pick an action i.e. stomping feet. The leader says Loud and the children stomp feet loudly.
- **Simon Says** – Children have to perform an action only when the leader says “Simon Say do...”. For example, if the leader says “Simon Says touch your toes” and all the children touch their toes. If the leader says “Touch your toes”, no one should touch their toes.
- **Body Part Mix Up** – The leader will call out body parts for the children to touch. For example, the leader calls out “knees” and the children touch their knees. Create one rule to start. Each time the leader says “head” touch your toes instead of your head. This requires the children to stop and think about their actions and to not just react. The leader calls out “knees, head, elbow”. The children should touch their knees, TOES, and elbow. Continue practicing and adding other rules to change body parts.
- **Follow the Leader** – The leader performs different actions and the children have to follow the actions exactly.
- **Ready, Set, Wiggle** – The leader calls out Ready...Set...Wiggle and everyone wiggles their bodies. The leader calls out Ready...Set...Watermelon. No one should move. Leader calls out Ready...Set...Wigs. No one moves. Leader calls out Ready...Set...Wiggle. Everyone wiggles again. You can change this to whatever wording you want. The purpose is to have the children waiting to move until a certain word is said out loud.
- **Color Moves** – Explain to the children that they will walk around the room. They are to move based on the color paper you are holding up. Green paper means walk fast, yellow paper means regular pace and blue paper means slow-motion walking. Whenever you hold up a red paper they stop. Try different locomotor skills – running in place, marching, jumping, etc.

This list from The Inspired Treehouse also includes some good suggestions for other games you can play to calm an emotional or overwhelmed child while you're out and about. You can find the list [here](#).

## Self-Regulation in Adolescence

As your child grows, you will probably find it harder (and less fun) to encourage continuing self-regulation skills. However, adolescence is a vital time for further development of these skills, particularly:

- Persisting on complex, long-term projects (e.g., applying to college)
- Problem-solving to achieve goals (e.g., managing work and staying in school)
- Delaying gratification to **achieve goals** (e.g., saving money to buy a car)
- Self-monitoring and self-rewarding progress on goals
- Guiding behavior based on future goals and concern for others
- Making decisions with broad perspective and compassion for self and others
- Managing frustration and distress effectively
- Seeking help when **stress** is unmanageable or the situation is dangerous (Murray & Rosenbalm, 2017).

To ensure that you are supporting your adolescent in developing these vital skills, there are three important steps you can take:

1. Teaching self-regulation skills through modeling them, providing opportunities to practice these skills, monitoring and reinforcing their progress, and coaching them on how, why, and when to use their skills.
2. Providing a warm safe, and responsive relationship in which your adolescent is comfortable with making mistakes.
3. Structure the environment to make our adolescent's self-regulation more easy and more manageable. Limit opportunities for risk-taking behavior, provide positive discipline and highlight natural consequences of poor decision-making, and reduce the emotional intensity of conflict situations (Murray & Rosenbalm, 2017).

## Self-Regulation in Education

This leads to an important point: children reach another important stage in their self-regulation development when they begin attending school-and especially as school gets more challenging.

This is where Zimmerman's Self-Regulated Learning Theory comes into play again. Recall that there are three times when self-regulation can aid the learning process:

1. Before the learning task is begun, when the student can consider the task, set goals, and develop a plan to tackle the task.
2. During the task, when the student must monitor his own performance and see how well his strategies work.
3. After the task, when the student can reflect back on their performance and determine what worked well, what didn't, and what needs to change.

Zimmerman encourages teachers to do-minimal-three things to help students continue to develop their self-regulation ability:

- Give students a choice in task, method, study partner, etc. as often as you can.
- Give students the opportunity to assess their own work and learn from their mistakes.
- Pay attention to the student's beliefs about his or her own learning abilities and respond with encouragement and support when necessary (2002).

## Strategies, Exercises, and Lesson Plans for Students in the Classroom

If you're a teacher who is interested in implementing more techniques and strategies for encouraging self-regulation in your classroom, consider the resources and methods outlined below.

### McGill Self-Regulation Lesson Plans

This resource from Canada's McGill University includes several helpful lesson plans for building self-regulatory skills in students, including lessons on:

- Cognitive Emotion Regulation
- Acceptance



- Self-Blame
- Positive Refocusing
- Rumination
- Refocus of Planning
- Catastrophizing
- Positive Reappraisal
- Blaming Others
- Putting into Perspective

## College & Career Competency Framework Self-Regulation Lessons

The self-regulation lesson plans from the College & Career Competency Framework detail 9 separate lessons you can use to help your students continue to develop their skills. The lessons range from about 20 to 40 minutes each and can be modified or adapted as needed.

The lessons include:

1. Define Self-Regulation
2. Understand Your Ability to Self-Regulate by Taking the Questionnaire
3. Make a Plan
4. Practice Making a Plan
5. Monitor Your Plan
6. Make Changes
7. Reflect
8. Find Missing Components
9. Practice Self-Regulation

[Click here to download this handy PDF for your own use.](#)

This resource includes all the information you need to build effective strategies into your curriculum.

## School Psychiatry Department at Massachusetts General Hospital Curriculum for Teaching Emotional Self-Regulation

Finally, for a treasure trove of lesson plans, activities, and readings you can implement in your classroom, [click here](#).

Access to this resource comes from Scott Carchedi at the School Social Work Network organization, and includes a student manual and four lesson plans:

1. Lesson on Emotional Regulation: “How Hot or Cold Does Your Emotional ‘Engine’ Run?”
2. Lesson on Self-Calming Methods: “Downshift to a Lower Gear, with Help From Your Body”
3. Lesson on Reframing Feelings Before Acting on Them: “Slow Down and Look Around You”
4. Lesson on Conflict Resolution: “Find the Best Route to Your Destination” (2013)

For each lesson, you can access the lesson plan and student activity (or activities) via Word and the student reading via PDF. Use these lessons to help your students boost their self-regulation skill development, and adapt or modify them as needed.

## Self-Regulation in Adults



Although much attention is paid to self-regulation in children and adolescents, as this is when those skills are developing, it's also important to keep self-regulation in mind for adults as well.

### Self-Regulation in the Workplace

For example, as you can imagine, self-regulation is extremely important in the workplace as well as in the classroom.

Self-regulation is what keeps you from yelling at your boss when he's getting on your nerves, slapping a coworker who threw you under the bus, or more benign but still socially unacceptable behaviors like falling asleep at your desk or stealing someone's lunch out of the fridge.

Those with high self-regulation skills are better able to navigate the workplace, which means they are better equipped to obtain and keep jobs and generally outperform their less-regulated peers.

To help you effectively manage your emotions at work (and build them up outside of work as well), try these tips:

1. Do breathing exercises (like mindful breathing)
2. Eat healthy, drink lots of water, and limit alcohol
3. Use self-hypnosis to reduce your stress level and remain calm
4. Exercise regularly
5. Sleep for 7 to 8 hours a night
6. Make time for fun outside of work
7. Laugh more often
8. Spend time alone
9. Manage your work-life balance (Connelly, 2012).

I know—those are very general tips! But it's true that living a generally healthy life is key to reducing your stress, allowing you to keep your energy reserves maintained for self-regulation.

For more specific tips on building your self-regulation skills, read on!

### 33 Skills and Techniques to Improve Self-Regulation

There are many tips and tricks you can use to enhance your self-regulation skills. If you want to give it a shot, read through these techniques and pick one that resonates with you—then put it to good use!

#### Mindfulness

Cultivating the skill of mindfulness will improve your ability to maintain your moment-to-moment awareness, which in turn helps you delay gratification and manage your emotions.

Mindfulness has proven to be very effective in boosting conscious control over your attention, helping you regulate your negative emotions, and improving your executive functioning (Cundic, 2018).

## Cognitive Reappraisal

This strategy can be described as a conscious effort to change your thought patterns. This is one of the main goals of the cognitive-based therapies (e.g., **CBT**, MBCT).

To build your cognitive reappraisal skills, you will need to work on changing and reframing your thoughts when you encounter a difficult situation. Adopting a more adaptive perspective on your situation will help you find the silver lining and manage your emotions and keep negative emotions at bay (Cundic, 2018).

## 8 Ways to Improve Self-Regulation

This list comes from the Mind Tools website but can be found in this PDF from Satya Kline at CultivatingConnection.org. It outlines 8 methods and strategies you can use to build your self-regulation skills, including:

1. **Leading and Living with Integrity:** being a good role model, practicing what you preach, creating trusting environments, and living in alignment with your values.
2. **Being Open to Change:** challenge yourself to deal with change in a straightforward, positive manner and work on improving your ability to adapt to different situations and stay positive through it all.
3. **Identifying Your Triggers:** cultivating a sense of self-awareness will help you learn what your strengths and weaknesses are, and what can trigger you into a difficult state of mind.
4. **Practicing Self-Discipline:** commit to taking initiative and staying persistent in working towards your goals, even when it's the last thing you feel like doing.
5. **Reframing Negative Thoughts:** work on your ability to take a step back from your own thoughts and feelings, analyze them, and come up with positive alternative thoughts.
6. **Keeping Calm Under Pressure:** practice keeping your cool by removing yourself from the situation for a short-term—whether mentally or physically—and using relaxation techniques like deep breathing.
7. **Considering the Consequences:** when you are faced with a strong temptation towards “bad” behavior, stop and think about the consequences (e.g., what happened in the past, what is likely to happen now, what this behavior could trigger in terms of longer-term consequences).
8. **Believing in Yourself:** boost your self-efficacy by working on your **self-confidence**; focus on the experiences in your life where you succeeded and keep your mistakes in perspective; choose to believe in your own abilities and surround yourself with positive, supportive people (Kline, n.d.).

## Self-Regulation Strategies: Methods for Managing Myself

This handy table from Jan Johnson at Learning in Action Technologies lists 23 positive strategies we use to self-regulate, both alone and in relationships. They are categorized into two groups: “Positive or Neutral” and “Negative or Neutral.” Check out some examples in each column and think about where your most frequently-used strategies fall on the chart.

For example, in the upper-left quadrant (“Alone Focus, Positive or Neutral”), strategies include:

- Consciously attend to breathing, relaxing
- Exercise
- Movement
- Awareness of body sensations
- Attending to care for my body, nutrition
- **Meditation** and prayer
- **Self-expression:** art, music, dance, writing, etc.
- Caring, nurturing self-talk
- Laughing, telling jokes
- Positive self-talk (“I can,” “I’m sufficient” messages)
- Go inside with intentional nurturing of self

Under the “Relationship – Focus on Other, Positive or Neutral” category, strategies include:

- Seeking dialogue and learning
- Playing with others
- **Sharing humor**
- Moving towards the relationship to learn (mutual inquiry)
- Desire and/or movement toward collaboration
- Intentionally honoring or celebrating the other/calling attention to the other

Finally, the strategies under the “Relationship – Focus on Self, Positive or Neutral” category include:

- Acknowledge what I said or did and any truth in it
- Humor
- Move towards the relationship to learn
- Desire for collaboration
- Inquire about impact
- Intentionally honor or celebrate myself (throw myself a party)

To see the rest of these strategies, click [here](#) (clicking the link will trigger a download of the PDF).

## Activities and Worksheets for Training Self-Regulation (PDF)

If you're a teacher, parent, or adult who works with children, this section offers some great resources for helping you and/or the children in your care develop greater self-regulation.

### Self-Regulation in the Classroom

This worksheet is a handy tool for teachers to implement in the classroom. It can be used to help students assess their level of self-regulation and find areas for improvement.

It lists 23 traits and tendencies for the students to rate as “Always”, “Sometimes”, or “Not So Much”:

- Ready and prepared for each activity. (pencils, books?)
- Participate in small and large group activities. Complete work on time.
- Remain on task.
- Follow the classroom rules and routines.
- Ask for help at appropriate times.
- Remain in the seat as requested.
- Wait for your turn.
- Refrain from speaking out of turn.
- Complete tasks to the best of your ability.
- Work consistently without warnings.
- Put your hand up for questions and or answers.
- Cooperate with others.
- Accept feedback appropriately.
- Review your work for completion and errors regularly.
- Answer requests politely.
- Use appropriate language.
- Follow directions and comply with requests.
- Ignore distractions.
- Organize belongings.
- Attempt to solve problems independently first.
- Keep hands and feet to your self.
- Use appropriate voice tone.

You can see this worksheet [here](#).

### Emotion Regulation Skills

This handout can be useful for both adults and older children and teens. It describes some of the main strategies and skills you can implement to keep your emotions under control.

It covers four main strategies:

1. **Opposite Action:** doing the opposite of what you feel like doing.
2. **Check the Facts:** looking back over your experiences to learn the facts of what happened, like the event that triggered a reaction, any interpretations or assumptions made, and whether the response matched the intensity of the situation.
3. **P.L.E.A.S.E.:** this acronym stands for treat physical illness (PL), eat healthy (E), avoid mood-altering drugs (A), sleep well (S), and exercise (E). All of these behaviors will help you maintain control of your emotions.
4. **Paying Attention to Positive Events:** keeping your focus on the positive aspects of an experience instead of the negative; try engaging in a positive activity and keeping yourself open to the good things.

You can download this handout [here](#).

## Handouts: Emotional Regulation, Social Skills, & Problem Solving

This entry in the list is really a bonus-it includes several worksheets and handouts you can use as a teacher, parent, or therapist with the children in your care.

It includes worksheets and handouts like:

- Wally's Problem-Solving Steps, which helps children learn how to problem-solve.
- Tiny's Anger Management Steps, to help kids figure out how to deal with their anger.

It also includes helpful worksheets for teachers to complete in order to enhance their ability to help students develop better self-regulation.

You can download this handout [here](#).



## Further Resources, Interventions, and Tools

If you're still hungry for more information on self-regulation, there are tons of resources available on the subject. Check out the sources listed below.

### Self-Regulation Chart and Checklist (PDF)

Aside from the worksheets and handouts noted earlier, there are two other handy tools to use with kids: the self-regulation chart and the self-regulation checklist.

This self-regulation chart is for the parents and/or teacher to complete, but it is focused on the child. It states 30 skills related to emotional regulation and instructs the adult to rate the child's performance in each area on a 4-point scale from "Almost Always" to "Almost Never."

All of these skills are important to keep in mind, but the skills specific to self-regulation include:

- Allows others to comfort him/her if upset or agitated.
- Self-regulates when tense or upset.
- Self-regulates when the energy level is high.
- Deals with being teased in acceptable ways.
- Deals with being left out of a group.
- Accepts not being first at a game or activity.
- Accepts losing at a game without becoming upset/angry.
- Says “no” in an acceptable way to things he/she does not want to do.
- Accepts being told “no” without becoming upset/angry.
- Able to say “I don’t know.”
- Able to end conversations appropriately.

You can find this chart at [this link](#).

Another type of chart that can help students with their self-regulation development is the behavioral self-regulation chart. This chart is intended for students to fill out themselves, and includes four columns:

1. What happened?
2. How did others react?
3. What was your reason?
4. What else could you have done?

Now that we’re familiar with self-regulation, it’s easy to see the processes at work here. Completing this chart will encourage your child or student to monitor their feelings and behavior, identify the consequences, evaluate their response, and come up with modifications or brand-new strategies to try out next time.

Click [here](#) to find a sample of this chart.

A good self-regulation checklist will help your child or student assess their self-monitoring and keep their goal of self-regulation in mind.

**This checklist** from PediaStaff is a good example. It poses the following two Yes/No questions to students and leaves space for them to summarize their weekly performance and check it against their goal:

1. Was I paying attention to my assigned work?
2. Was I following the classroom rules?

For each school day, the students should evaluate their performance. At the end of the week, have them add up the “Yes” responses and compare it to their goal. This will get them in the habit of monitoring and assessing their own performance and reflect on their performance.

## Book: Zones of Self-Regulation

If you spend any time poking around the self-regulation literature or talking to others about it, you’re bound to run into mentions of the Zones of Regulation.

According to developer Leah Kuypers, the Zones of Regulation is a...

*“...systematic, cognitive behavioral approach used to teach self-regulation by categorizing all the different ways we feel and states of alertness we experience into four concrete colored zones” (Kuypers, n.d.).*

This book describes the Zones of Regulation curriculum, including lessons and activities you can use in the classroom, in your therapy office, or at home.

In this book, you will learn about the four zones:

- Red Zone – extremely heightened states of alertness and intense emotions (e.g., rage, anger, devastation, terror).
- **Yellow Zone** – a heightened state of alertness and elevated emotions (e.g., silliness, stress, frustration, “the wiggles”), but with more control than the Red Zone.
- **Green Zone** – calm state of alertness and regulated emotion (e.g., happy, focused, content, ready to learn).
- **Blue Zone** – state of low alertness and down feelings (e.g., sad, sick, tired, bored).

In addition, you will learn how to apply the Zones model to help your children, students, or clients build their emotional regulation skills.

You can learn more about this book **here**.

## Handbook of Self-Regulation: Research, Theory, and Applications

For a more academic-minded look at self-regulation, you might want to give this handbook a try.

This edited volume from researchers Kathleen D. Vohs and Roy F. Baumeister offers a comprehensive look at the theory of self-regulation, the research behind it, and how it can be applied to improve quality of life for all. It also covers how self-regulation is developed and shaped by experiences, and how it both influences and is influenced by social relationships. Chapters on self-dysregulation (e.g., addiction, overeating, compulsive spending, ADHD) explore what happens when self-regulation skills are not developed to an adequate level.

If you’re a student, researcher, academic, a helping professional, or an aspiring helping professional, you won’t regret investing your time and energy into reading this book and familiarizing yourself with this important topic.

Click here to see the book on **Amazon**.

## A Take Home Message

I hope you’ve enjoyed our journey through the theories, findings, and significance of self-regulation! It is truly an important topic for everyone to consider, although parents and educators may find it to be even more vital than others.

The skills involved in self-regulation are necessary for achieving success in life and reaching our most important goals, as well as having a big impact on our overall well-being.

What do you think of self-regulation theory? Does it make sense to you? What are your strategies for boosting your own self-regulation? What about your strategies for building it in children? Let us know in the comments section below or continue reading this piece on positive mindset.

**Thanks for reading!**



### **About the Author**

Courtney Ackerman is a graduate of the positive organizational psychology and evaluation program at Claremont Graduate University. She is currently working as a researcher for the State of California and her professional interests include survey research, well-being in the workplace, and compassion. When she’s not gleefully crafting survey reminders,

she loves spending time with her dogs, visiting wine country, and curling up in front of the fireplace with a good book or video game.

**click for online link:** <https://positivepsychologyprogram.com/self-regulation/>



## Does Gratitude Play a Role in Managing Conflict?

I was asked this question while facilitating one of our conflict management programs. Knowing the link between gratitude and pro-social behaviors, and the need to consider another person's perspective, a deeper discussion ensued. I believe gratitude does play a role. This question however, led us to examine research that supports or disputes this concept and under what circumstances.

It may be helpful to give context to the term conflict management through the framework of the Conflict Dynamics Profile (CDP). Developed by Eckerd College for the Mediation Training Institute, the CDP is a validated assessment providing individuals and teams with an understanding of how they respond to conflict. The profile assesses behavioral responses to provocation in several ways:

- A precipitating event and/or Hot Buttons that initiate conflict;
- **Active and Passive Constructive Responses** that de-escalates conflict (not all conflict is bad);
- **Active and Passive Destructive Responses** that escalates conflict, leading to harmful effects, loss of productivity, and extremely high costs to an organization.

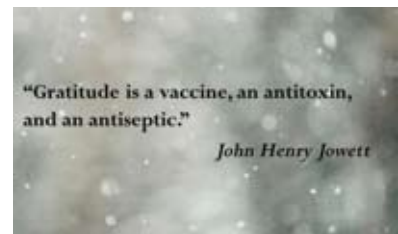
As we began to research the role gratitude plays in managing conflict, we came across a variety of studies, articles, and opinions, highlighting important cultural and organizational challenges. Below is a selection of findings that reveal and emphasize the need to raise awareness about the role gratitude plays in conflict and as a component of conflict management training.

**Disruptive Behaviors** - a known threat to quality of care, nurse retention, and a culture of safety.

- A qualitative study on **Hospital RN's Experiences with Disruptive Behaviors**, refers to themes of workplace incivility and psychological aggression. It comes as no surprise, these themes are a representation of all 8 **Active and Passive Destructive** behaviors measured by the CDP: displaying anger; demeaning others; retaliating; winning at all costs; avoiding; yielding; hiding emotions, self-criticizing.
  - Recommendations:
    - Develop conflict management skills at every level of your organization.
    - Translate the latest research on gratitude in support of personal leadership development and improved employee satisfaction.
- Another important study highlighting the positive impact of gratitude is from the International Journal of Workplace Health Management, Vol. 2 Iss: 3, pp.202 – 219, **Virtues, Work Satisfaction and Psychological Wellbeing Among Nurses**. This study showed that gratitude was found to be a consistent predictor of several outcomes:
  - less exhaustion and less cynicism;
  - more proactive behaviors;
  - higher rating of the health and safety climate;
  - higher job satisfaction;
  - fewer absences due to illness.

**Unconscious Biases** - a known threat to diversity, recruitment, retention, and a detriment to a positive and healthy work environment.

- Recent attention (think *Starbucks*) has been given to unconscious biases, in particular, perception bias and confirmation bias, are precursors to conflict.



*A vaccine against the invasion of a disgruntled attitude.*

*An antitoxin against the poison of fault-finding and grumbling.*

*A soothing antiseptic in the spirit of thanksgiving.*

Website Link : <http://www.drwcoaching.com>





## Mandela Washington Fellows Honor Mandela's Legacy Through Service

By Rebecca Bycott



This year's Mandela Washington Fellows celebrate Nelson Mandela's legacy while admiring his statue at the Embassy of South Africa in Washington, DC. (Photo courtesy of Howard University)

**W**hat is the best way to honor the memory of a world leader who made a profound impact on countless lives?

Mandela Day, which falls on Nelson Mandela's birthday, July 18, is one of many ways the world celebrates Mandela's legacy. As South Africa's first black president, Mandela brought an end to apartheid, serving as a global advocate for human rights and spreading a message of peace and unity. Every year, Mandela Day is a global call to action to communities worldwide to serve others, a reminder that everyone has the ability and the responsibility to change the world.

Today, July 18, 2018, marks 100 years since his birth, and to celebrate this remarkable milestone, we invite you to join us in reflecting on some of his most powerful quotes and learning more about the Mandela Washington Fellowship exchange program and how Fellows, which now number 3,700, are carrying on his legacy, not just today but every day.

*"I dream of the realization of the unity of Africa, whereby its leaders combine in their efforts to solve the problems of this continent."*

- Nelson Mandela

The [Mandela Washington Fellowship for Young African Leaders](#) is more than a name—it's the continuation of Nelson Mandela's legacy of peace and service through leadership. The flagship program of the [Young African Leaders Initiative \(YALI\)](#), this fellowship empowers young African leaders through academic coursework, leadership training, and networking opportunities. In 2018, the Fellowship is providing 700

outstanding young leaders from Sub-Saharan Africa with the opportunity to hone their skills at a U.S. higher education institution with support for professional development after they return home. Institutes focus on leadership and skills development in one of three tracks: Business and Entrepreneurship, Civic Leadership, or Public Management. The Fellows, who are between the ages of 25 and 35, have established records of accomplishment in promoting innovation and positive impact in their organizations, institutions, communities, and countries. Fellows represent all 49 countries in Sub-Saharan Africa and include equal numbers of men and women.

*“Education is the most powerful weapon which you can use to change the world.”*

- Nelson Mandela

Twenty-seven American colleges and universities in 22 states and the District of Columbia are participating in hosting this year’s Mandela Washington Fellows, who develop lasting connections with Americans and enrich local communities while enhancing their skills through classroom sessions, experiential learning, and community engagement.

At Wagner College, one of the Mandela Washington Fellowship host institutes, Fellows have volunteered as mentors for “MOVE Beyond the Bench,” a Wagner College program designed to help enhance student learning through academic, cultural, and civic development.

“Our students are becoming better leaders because of their interactions with the YALI Fellows,” said Ruta Shah-Gordon, Vice President for Internationalization, Intercultural Affairs, and Campus Life at Wagner College. “They find some of their most rewarding experiences through cultural exchanges and mentor sessions with Fellows.”

*“There can be no greater gift than that of giving one’s time and energy to helping others without expecting anything in return.”*

- Nelson Mandela

This year, **Mandela Day celebrates** 100 years since Nelson Mandela’s birth. Mandela Washington Fellows will honor his legacy of service leadership by giving back to communities nationwide. In 2018, Fellows will complete approximately 10,000 hours of community service in the United States during their six-week Fellowship experience.

Jayne Chelsea Bango is a 2018 Mandela Washington Fellow from the Republic of the Congo. This summer, she is participating in the Fellowship’s Public Management Institute at Howard University.

“Mandela exemplified servant leadership by putting the interests of his people first. This is what we’re trying to channel on Mandela Day,” Bango said. “When a shepherd is with his sheep, you see the sheep in front and the shepherd leading and overseeing from behind. And that was Mandela. Do you want to lead? You must put your people first.”

This year’s Mandela Washington Summit will also commemorate the 100th anniversary since Mandela’s birth. Representatives of the U.S. Government, private sector, and civil society will meet with Mandela Fellows during the State Department-sponsored Mandela Washington Fellowship Summit: Living Mandela’s Legacy in Washington, D.C. July 30-August 1. The Mandela Washington Fellowship and Summit fosters and builds relationships that support and expand U.S.-Africa cooperation on shared goals the continent.

To learn more about the Mandela Washington Fellowship and how they’re celebrating Mandela Day, check out **#MyMandelaLegacy** on social media.

*About the Author: Becca Bycott serves in the Bureau of Educational and Cultural Affairs at the U.S. Department of State.*

*Editor’s Note: This entry also appears in the U.S. Department of State’s publication on Medium.*

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**Online Article:** <https://blogs.state.gov/stories/2018/07/18/en/mandela-washington-fellows-honor-mandela-s-legacy-through-service>

diana r.a. morris

EDUCATOR • WRITER • EDITOR

<https://dianaramorris.com/>



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### Lachesis' Allotment: A Short Collection of Notes, Observations, Questions, and Thoughts

In Greek mythology, Lachesis (lack-eh-sis) allots each of us a length of thread to weave with as we will. This hybrid collection of short essays and screenplay explores the nature of friendship and our relationships with the people in our lives over time. From the friendships we form in childhood to the adult friendships we form with our parents—even after they're gone—this work weaves together memory, meditations on making our dreams a reality, and the evolving nature of our connections as we knot our strands together or unravel the knitting we've achieved.

## Non Profits, Foundations and Endowments: Are Your Sources of Capital in Sync with Stated Goals?

We each face a great deal of choice in determining where to donate our time and money—our alma mater, children’s school, favorite local cause, or a global foundation. As donors deciding where to give, we may increasingly be asking nonprofit organizations new kinds of questions about the difference they are making in the world.

Traditionally, a nonprofit or foundation’s success was measured by the outcomes created from grant-making activities—the money given away to support the mission statement with low or no expectation of financial return. Recently, however, donors want to see that organizations are mobilizing all available sources of capital to allocate toward the mission, including financial or invested capital, and they want demonstrably positive outcomes from those capital allocations, without compromising the organization’s financial future.

Now organizations have a roadmap to help accomplish this. Morgan Stanley’s Investing with Impact and Philanthropy Management businesses recently launched Mission Align 360°, an eight-step process to help nonprofits, endowments and foundations align their mission across all sources of capital. While intended for institutions, contributors can also use this roadmap to better engage with organizations and see how their donations are making an impact. Below are eight steps to help you figure out whether an organization’s capital is aligned with its mission—and help it adjust to generate even greater positive impact and mission alignment:

1. Review the mission statement. Does it successfully define the organization’s purpose and values? Does it provide a clear vision of what the organization is working to achieve?
2. Examine its operating efficiency. This includes considering both operations and staffing. Are the right people in key positions?
3. Review the Investment Policy Statement. Make sure the organization has a statement and check whether it integrates the mission statement.
4. Evaluate existing assets. This includes pools of capital (such as the endowment or retirement fund) as well as human capital, or staffing. Are the program side and the investment side aligned on goals?
5. Consider new possibilities for using different assets. Can certain pools of capital be better used to achieve the mission? What about potentially untapped resources?
6. Ask whether assets that aren’t mission-aligned should be transitioned. This could include reallocating portfolios, reevaluating certain grants or restructuring staff.
7. Monitor changes to make sure they are working. Is the organization adhering to plans for a more aligned mission with more potential for impact?
8. Share findings with key stakeholders. Is the organization providing up-to-date and transparent information about its positive impact and mission alignment activities across all pools of capital? Does it publish its Investing Policy Statement on its website?

Every organization is different. Its history, resources and policies around privacy will influence which steps in the roadmap are most relevant. If challenges emerge in implementing this approach, working through them may lead to new opportunities for the organization.

### A Closer Look at Capital

The Mission Align 360° process looks at an organization’s capital in three segments—financial (the endowment, cash on hand, operating budget, employee retirement funds), philanthropic (program-related investments, grant-making) and human capital (including employees, board members and peer institutions). Morgan Stanley Financial Advisors, working with Investing with Impact and Philanthropy Management businesses, look to see where capital is located when it is not yet deployed program-matically or being used to support the operations of the organization. They also periodically review the board of directors, CEO and staff and look at the organization’s approach to grant-making, confirming that existing commitments match current guidelines.

Organizations of all types have the capacity, and increasingly the desire, to do more. Few have been leveraging the full spectrum of their human, financial and philanthropic capital to meet their long-term financial objectives and create mission alignment. This kind of holistic process isn’t just a good idea, it is expected.

For more information on Morgan Stanley Wealth Management’s **Mission Align 360° Tool Kit** talk with your Morgan Stanley Financial Advisor, or use the locator below to find a specialist in your area. ■

# STOP DOMESTIC VIOLENCE

DOMESTIC  
VIOLENCE

*Domestic Violence and Intimate Partner Abuse is a debilitating scourge on our communities. Often, victims are shrouded in cloaks of shame and further abuse, alienation, and harsh judgments. In an attempt to bring awareness to these anecdotes of shame. Throughout the year, Focus on Women Magazine will feature a series of testimonies--- Quilted Voices, Healing Voices. Join us as we shed light on this toxic, noxious, social malady. We ask our readers to feel free to contribute to our tapestry of stories.*

*All the best,*

**Joslyn Wolfe**

**Publisher, Focus on Women Magazine**

## Focus on Women Magazine

*A bi-monthly publication for women, to women, and about women which focuses on topics of interest to women and is geared towards a multi-generational audience.*

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# One More Way To Quiet the Negative Voice Inside YOU

Today we're going to take a look at another effective method for quieting that negative inner voice of yours. But first, let's examine a super-common mistake negative people tend to make:

Negative people are often proud to describe themselves as 'realists.' Of course, anyone who holds a strong belief thinks they are being 'realistic' by holding it, whether it involves UFO encounters or perfectly truthful politicians.

The 'being more realistic' declaration is a favorite of cynics everywhere. And in a way they are correct. But only because negative thinking causes us not to try – or if we do try, to do it half-heartedly and give up sooner – so the negativity itself influences our outcomes. Self-fulfilling predictions like this really do happen. Research has even found that in some cases what we believe about our health can have more bearing on how long we live than our actual health.

What makes all of this so scary is the fact that it means negative thoughts can plague us even when things seem to be going relatively well. For instance, the thought "It's too good to last!" quickly wrecks havoc on a positive situation. Thus, my tip today has to do with how negative thinking distorts our perception...

## **Stop yourself from over-generalizing the negative (and minimizing the positive).**

Ask yourself: "If something negative unexpectedly happens, do I over-generalize it? Do I view it as applying to everything and being permanent rather than compartmentalizing it to one place and time?"

For example, if someone turns you down for a date, do you spread the negativity beyond that person, time, and place by telling yourself: "Relationships never work out for me, ever"? If you fail an exam do you say to yourself, "Well, I failed that exam; I'm not happy about it, but I'll study harder next time"? Or do you over-generalize it by telling yourself you're "not smart enough" or "incapable of learning"?

Remember, negative thinking stops us from seeing and experiencing positive outcomes, even when they happen often. It's as if there's a special mental block filtering out all the positives and only letting in data that confirms the 'negative bias.' So, do your best to catch yourself today.

Being able to distinguish between the negativity you imagine and what is actually happening in your life is an important step towards living a happier life.

And of course, if you're struggling with any of this, know that you are not alone. Many of us are right there with you, working hard to feel better, think more clearly, and get our lives back on track this summer. This is precisely why Marc and I built the "Getting Back to Happy Course." The course is filled with time-tested steps on how to do just that. And I'm thrilled to let you know that the full Getting Back to Happy Course is now OPEN again to early access members (Note: we reopened this opportunity based on a high volume of requests).

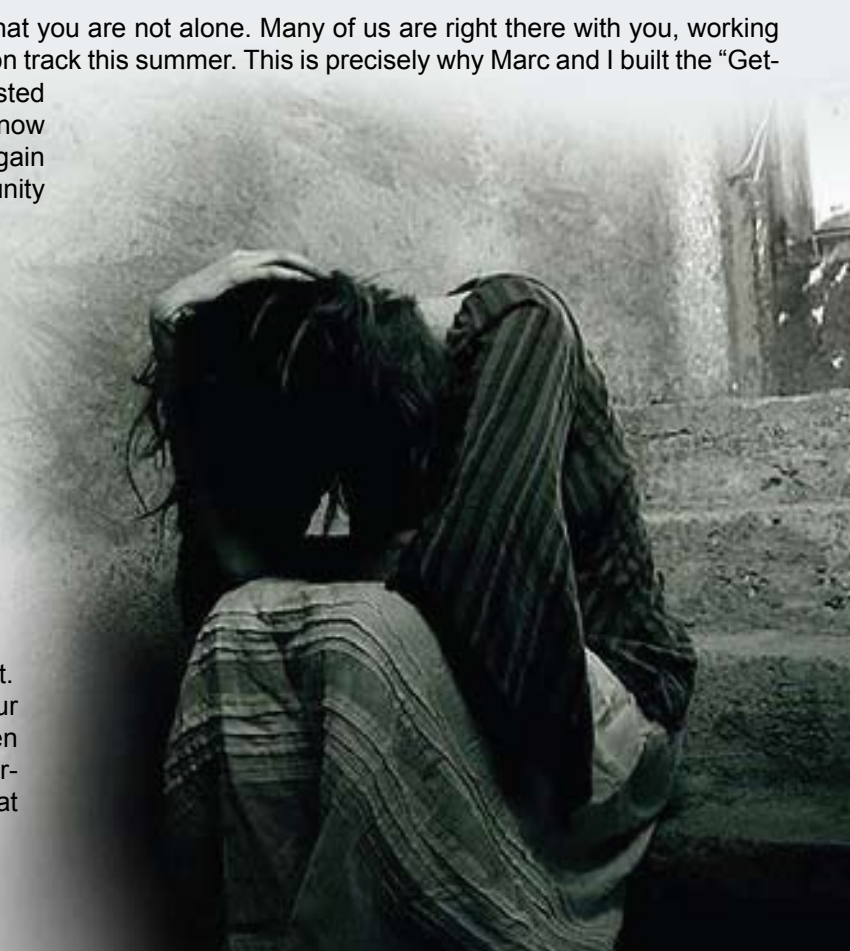
But we're closing the doors TODAY, July 10, and sometimes we need a little nudge to invest in ourselves.

This is not some ebook that you read and forget about. It's a revolutionary, self-paced online course and community with 60 HD video lessons, and hundreds of time-tested strategies and techniques that will teach you scientifically proven methods for Conquering Pain, Eliminating Insecurity, Beating Procrastination, Healing Toxic Relationships, Taming Life's Complications, and Building Consistent Growth into Your Life and Career -- the exact proven strategies and techniques Marc and I have used in our coaching practice to help tens of thousands of people over the past decade.

It took 17 iterations, and thousands of dollars, to get it right.

These techniques work no matter where you stand in your current situation or what you're up against going forward. Even if you have limited experience with self-improvement and personal development tactics. And even if you don't know what you really want for yourself...yet.

***Learn How to Get Back to Happy***



## For a limited time the **Getting Back to Happy (Early Access)** course includes...

- **New, Revolutionary online course and supportive community packed with 60 HD video trainings** – includes hundreds of scientifically proven methods for getting back on track, and member-only discussion forums where you can discuss each lesson with Marc, me and other course members. All videos are mobile friendly for iPad/iPhone/Android for your commute -- so you can have an “invisible coach” every day.
- **A full year of personalized email support (and phone support when needed) by Marc and me (not outsourced to someone else)** – to make sure you’re getting the daily support you need to create the life you deserve.
- **One hour of two-on-one Skype, FaceTime or phone coaching with both Marc and me (can be used whenever you’re ready)** – so we can help you with the course material, or any issue you need help with, face-to-face.
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Seriously, how many times have you wished these qualities would just wash over you, and that you’d wake up one day as an unstoppable version of YOU? That’s exactly what this course will do for you. In fact, this material is so valuable that when we gave our prior members the chance to join a few days early, dozens of them signed up immediately.

Again, the Getting Back to Happy course is officially OPEN TODAY -- and it closes today (July 10) at 11:59pm Pacific to early access members. Don’t wait to “figure it out” someday -- check out the details now.

When you spread the cost out over 12 months -- it’s only \$1.36/day.



## Click HERE to Check It Out

Learn more about the **Getting Back to Happy Course**

Sincerely hoping you’re ready to invest in yourself,

### **Angel Chernoff**

Marc and Angel Hack Life

Practical Tips for Productive Living

*P.S. Also note, once the course closes this evening (or earlier if seats fill up) for early access members, we don’t know when it will re-open with these benefits. Don’t take my word for it -- see proof of the results others have gotten from the **Getting Back to Happy Course**.*



# SEX HAPPENS

- by CAROL SOLOWAY



## ABOUT THE NOVEL

Dr. Alexandra Rose has everything a woman could want. She's the wife of a renowned cardiologist, the mother of three adorable sons, and a successful chiropractor. But on their twentieth anniversary, her husband shocks her with his affair. Her life spins out of control, and she faces the other side of marriage where dreams implode and people are not who they seem.

Alexandra wants custody of her children, but so does her husband, and he'll stop at nothing. Thrust into a nightmare spawned by chilling deception, a custody battle erupts that's so poisonous it threatens to become murderous.

In this stay-up-all-night portrait of a contemporary family, Alexandra's bittersweet journey of love, loss, and sexuality leads her to a miraculous discovery of self and power. *Sex Happens* explores the very essence of all we value as women—marriage, motherhood, sex—and what we'll do for each.



**DR. CAROL SOLOWAY**

**Publisher: Bayliss Enterprises  
(November 17, 2016)  
ISBN-10: 069278540X  
ISBN-13: 978-0692785409**

<https://sexhappensanovel.com>

*Come, be part of a story — one that will not repel you,  
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*A story that will help weave a tapestry of hope.*

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move towards a life of self sufficiency and hope.*

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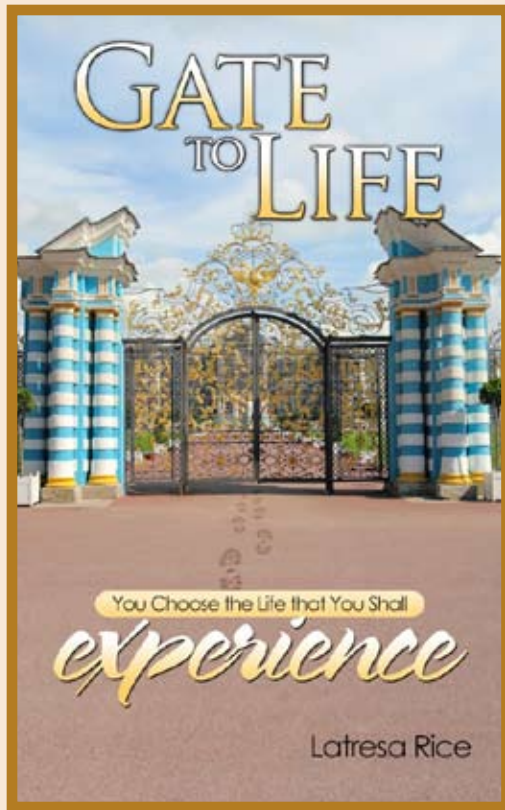
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# GATE TO LIFE: YOU CHOOSE THE LIFE THAT YOU SHALL EXPERIENCE

BY LATRESA RICE



Dont be stupid all your life. At some point, get a clue! was a statement repeatedly given to Latresa Rice by her maternal grandmother as she accessed several gates throughout her childhood. Gates are points of access to life-styles that one chooses to ascertain. Once the choice has been made, the person who selected the gate partakes of the life giving or self-destructive elements awaiting his or her arrival behind that gate. Some of the gates that Latresa chose to ascertain led to an increased possibility of her being murdered, committing murder or being incarcerated. Other gates led to educational success,.....

**ISBN: 1628474491, 9781628474497**  
**Publication Date: October 14, 2013**  
**Publisher: AuthorHouse**



<https://www.amazon.com/Gate-Life-Choose-Shall-Experience-ebook/dp/B079J4NF4S>

## *Raising kids to be smart about money requires creating an environment where they are neither insecure, nor overconfident about family finances.*

**A**s a father of three young children, I find it fascinating to watch them engage with financial concepts. My son, age three, currently loves to fix toy cars from his tool bench and will give me money from his cash register, just so I can give it back to him for payment. My now eight-year-old daughter, when she was only two, was very upset with my wife for needing to leave for work one morning. My wife explained to her that work paid the bills, and a light bulb went off. “They pay you money?” My wife said that, yes, they do and that we needed money to support our lifestyle. My daughter nodded wisely and said, “Go ahead.” We’re still confused about where that came from, but it seems clear that kids begin formulating an understanding of money and finance from a very early age.

It’s early yet, but I think we’re doing pretty well so far teaching our kids to have healthy, but realistic attitudes about money.

I monitor this closely since a key part of my role at Morgan Stanley involves thinking about, not just how people should handle their finances, but also how they shouldn’t. Academic research has shown that when it comes to investing, individuals are often their own worst enemies, buying at peaks and selling at lows. My team here is tasked with building digital tools that can help our clients make smart decisions and avoid making mistakes that are all too common. We dive deep into research around behavioral finance, an academic discipline that looks at how money and psychology intersect.

### *Financial Insecurity in Childhood*

**As any** student of psychology knows, it’s almost impossible not to think of your own childhood when studying influences on human behavior. While I look back with great fondness on my time growing up in California, there was a period of financial insecurity around my parents’ divorce that affected me at the time and has stuck with me. It is one reason I became interested in finance and why I am so engaged in topics around smart asset allocation and managing risk.

It’s also a reason I’m very careful now when my wife and I discuss financial matters around our children. ●

### *Money Is a Parenting Challenge*

**I think parents** have to walk a fine line when it comes to raising kids that hopefully won’t end up feeling too secure about their finances or too insecure. Clearly, it’s not a good idea to raise children that feel entitled to wealth and are sheltered from the reality of how quickly financial circumstances can change. That attitude both hampers their ability to understand those without such good fortunes, and just as importantly, limits their ability to perceive risks and make sound decisions.

But teaching kids about financial insecurity, without making them feel anxious, is difficult. Go too far and it can create unnecessary anxiety in a young child and may lead to poor decision making later on.

One example: Many young people are afraid to invest their 401(k) plan in stocks, fearing that losses will set them back. But I consider it essential to take portfolio risk, especially early in your career, if you are to maximize your potential to reach a retirement goal.

Another example: I’ve read about the current trend of high school graduates forgoing college because of fear about paying back student loans. While some kids can fulfill their dreams without a college degree, I think many would find higher education critical to attaining the level of success they envision ●

### *A Word on 529 Plans*

**Opening a 529 plan** for your kids is a no-brainer. You benefit from setting aside money that can grow tax free and, in some states, you can get a tax deduction. Contribution limits are quite generous and plans are more flexible than you may realize.

Tell your kids about it. Even young children will appreciate that you’re saving for their future. Plus, it shows you value education and have high expectations for their achievement that they are likely to want to live up to. ●



### *What I’m Doing*

**For my family,** our plan is to stay involved in our community where we have the privilege of being able to interact with a diverse group of families, some of whom have run into financial hardship and some that are quite wealthy. Our kids are learning already that a family’s financial situation can take a turn for the worse through nothing more than bad luck and that there are neighbors as well as institutions that will help when that happens.

My plan is to volunteer with my kids as they get older and use our interactions with people in need as an opportunity to instill empathy and also to explain what we are doing to protect against the same sorts of financial problems for our family-like buying insurance, setting aside money early for their college education and doing our best to stay healthy.

Senior Market Strategist ●

# What **TCJA**

## Tax Cuts and Jobs Act Means for Mortgages



The Tax Cuts and Jobs Act (TCJA) has made some changes to the rules for deducting qualified residential interest, i.e., interest on your home mortgage and equity loan.

Under the pre-Act rules, you could deduct interest on up to a total of \$1 million of mortgage debt used to acquire your principal residence and a second home, i.e., acquisition debt. For a married taxpayer filing separately, the limit was \$500,000. You could also deduct interest on home equity debt, i.e., other debt secured by the qualifying homes. Qualifying home equity debt was limited to the lesser of \$100,000 (\$50,000 for a married taxpayer filing separately), or the taxpayer's equity in the home or homes (the excess of the value of the home over the acquisition debt). The funds obtained via a home equity loan did not have to be used to acquire or improve the homes. So you could use home equity debt to pay for education, travel, health care, etc.

Under the TCJA, starting in 2018, the limit on qualifying acquisition debt is reduced to \$750,000 (\$375,000 for a married taxpayer filing separately). However, for acquisition debt incurred before Dec. 15, 2017, the higher pre-Act limit applies. The higher pre-Act limit also applies to debt arising from refinancing pre-Dec. 15, 2017 acquisition debt, to the extent the debt resulting from the refinancing does not exceed the original debt amount. This means you can refinance up to \$1 million of pre-Dec. 15, 2017 acquisition debt in the future and not be subject to the reduced limitation.

Notably starting in 2018, the interest paid on a home equity line of credit can be deducted only if the proceeds of the loan were used to acquire or improve the home. The interest on that debt is still deductible (up to the total new \$750K debt limit for all acquisition debt). Accordingly, if you are considering incurring home equity debt in the future, you should take this factor into consideration. If you currently have outstanding home equity debt, be prepared to lose the interest deduction for it, starting in 2018, if the proceeds were used for something other than the purchase or improvement of your home. (You will still be able to deduct it on your 2017 tax return, filed in 2018.)

Lastly, both of these changes last for eight years, through 2025. In 2026, the pre-Act rules are scheduled to come back into effect. So beginning in 2026, the old rules relating to interest on home equity loans will be revived, and the limit on qualifying acquisition debt will be raised back to \$1 million (\$500,000 for married separate filers). ■

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# Women Must Stand Up and Speak Up Against Toxic Behaviors, Including Those of Other Women

“ First they came for the Socialists, and I did not speak out--Because I was not a Socialist. Then they came for the Trade Unionists, and I did not speak out--Because I was not a Trade Unionist. Then they came for the Jews, and I did not speak out--Because I was not a Jew. Then they came for me--and there was no one left to speak for me. ”

--- Reverend Martin Niemoller, a prominent Protestant pastor who emerged as an outspoken public foe of Adolf Hitler and spent the last seven years of Nazi rule in concentration camps. ---

## Women Too Must Stand Up, Speak Out and No Longer Perpetuate Toxic Behaviors Inflicted Upon Others

Without question, one cannot look far without seeing a barrage of information related to women who have found themselves in a maelstrom of controversy involving men in power, From Roger Ailes to Mauricio Batali, who like the Tragic Hero in a Shakespearean Tragedy, have fallen from grace by their tragic flaws involving harassment of primarily women, let us not ignore that men of a similar mien, have preyed on other men.

Not justifying or excusing the behaviors of the “hunters” upon the “hunted,” but in a number of instances, women too have aided and abated these “male transgressions.”

Think about the women who reportedly, blindly followed the orders of Harvey Weinstein and escorted women to his hotel room and others who assisted in placing vulnerable women in positions where they would be “vultured.”

And what about the women who blindly defended a man, who was a known predator of children, who despite credible and compelling evidence against him, fiercely held on to an illusion that the accused was unquestionably innocent, and that the crimes he committed never happened and the words, testimony and evidence compiled against this individual, could easily be burned in their minds like ashes within crucibles of doubt?

And yes, those women who include a female Best Interest Attorney who said her “hands were tied in this case” that she knew at-risk things were going on in a home, and still allowed children to be exposed to serious risks to safety and well being. Further, there is the female judge who allowed and empowered a rapist, a child abuser, charged with Domestic Violence and child neglect, and reportedly, mentally ill, to get away with aiding and abetting the neglect of children, the corruption of children through child pornography, drug and alcohol abuse. These women, further punished the mother by design, turning the older child to the full physical care of the abuser, a man, who bullied with power. These actions, along with others on the part of women have only aided, abetted, and emboldened the predatory nature of those who seek to harass others who are most vulnerable. To some women, your actions, in these instances, have expanded the landscape of those who have been harassed, marginalized and encased in a hermetically closed chamber of fear, silence and shame.

From Ashley Judd to Taylor Swift, from the African American woman who is navigating along a complicated career path, to the immigrant laboring woman from Central America, to the Asian Accountant whose breasts were pelted with popcorn by her male counterpart, as a contact sport in an Accounting Practice, to name a few, WOMEN, we have arrived at a precipice of a national dialogue to affect change, but that change will be minuscule without the self reflection and accountability of the “other women” who have been accomplices to harassment and the abuse of others. //



# How I made mythology my business

By Joanna Gillan, Co-Founder and Editor of Ancient Origins

I was always passionate about mythology and separating fact from fiction. Growing up I had an insurmountable passion for reading about Greek gods, Ancient Egyptians and the likes. Little did I know that my love for separating fact from fiction would soon become a full time occupation. As an Australian native with Irish roots seeking change in life, I moved to the UK in the year 2006. I applied for numerous jobs and one day replied to an anonymous job posting. I secured a much sought for job as Research and Project Officer to the British Royal family, a position that I loved. It was a unique experience working alongside Prince Charles, William and Harry one that unfortunately I can't delve into great detail about as I was required to sign a clause of confidentiality. It was during my time in London that I first met my other half, Dr Ioannis Syrigos from Greece. I was surprised to find that like me, Ioannis harboured a curious nature and a passion for mythology. Happy in love and later married to Ioannis, I moved to Greece to spend more time in my husband's native country. There I tried my hand at teaching English and set up a website aimed at helping people develop their language skills. Together my husband and I embarked on many unique expeditions investigating ancient Greek sites such as the Parthenon and the Acropolis. After returning from each trip I was surprised to discover the level of interest from people in separating fact from fiction. There was a genuine curiosity there, one which we would later capitalize on.



Joanna Gillan

Co-Founder and Editor of Ancient Origins  
Former Researcher to the UK Royal Family  
Adventurer & Explorer

## A mythological business concept

*We set up our website Ancient Origins back in 2013 and began writing about lost mountain gods, witchcraft, wolves and sun worshipping. Within a week we realized we had a viable business idea. Between ourselves we would set up a unique website where our investigative articles were published and we would discuss myths and findings with other readers across the globe. Readers of the site who shared our interest in uncovering the truth about ancient myths got in touch and offered to contribute. We got advertisers in that space onboard and demand and interest in our site grew.*

## A near death experience

*The first and last time I ever doubted the future of the site was when after three years in operation, Ioannis was kidnapped. He was taken hostage during an explorative trip to the Amazon where he was held for days by native tribes. I was extremely worried about his safety and well-being and at that point and that point only the future of the business was in doubt. There was no way I could continue on without my business partner who shared the same passion as me.*

## Sharing our passion globally

*Thankfully Ioannis was freed and today we are two incredibly proud business owners who share and speak about our passion for mythology all over the globe. We lead expeditions to Ancient sites and carry out archaeological investigations making our mark on history. Our combined love for writing and mythology has led to Ancient Origins achieving over 2 million monthly visitors from all over the world. We have also managed to turn our passion for mythology into a six figure salary. We have become the go-to site for educating global audiences about emerging viewpoints and explanations. I currently juggle being a mum of one with running the site alongside Ioannis, who has an expedition to Columbia this October where he will investigate ancient cliff carvings. I never believed I could ever make mythology my business, but to think that was fictitious in itself. ●*

### About Ancient Origins

[www.ancient-origins.net](http://www.ancient-origins.net)

Ancient Origins is the world's leading global archaeology site, with over 2 million monthly visitors and 13,000 articles. Founded by explorer couple Joanna Gillan and Ioannis Syrigos in 2013, it has become the go-to site for educating a global audience about emerging viewpoints and explanations surrounding archaeology, mythology, religion, and history, through pursuing and highlighting the latest discoveries and scientific research. **more online...**



**One of parents' greatest fears is that their kids will become the victims of cyberbullying, and for good reason: research shows that almost half of all middle and high school students are cyberbullied at some point. If that is the case, what can you do to protect your kids?**

First, monitor your kids' online behavior on a regular basis and pay close attention to which sites they are on, who they interact with, and the nature of their interactions. As Sarah Brown, an expert on children's use of technology, says "Being familiar with their online world is the best way for you to notice if something is wrong." Research shows that parents who do not monitor their kids' online behavior are more likely to be unaware that their kids are being cyberbullied. There are many ways to monitor what your kids are doing online, including setting up their online accounts together with them so that you know their usernames and passwords, creating Google Alerts with your kids' names, installing monitoring software on their devices, and requiring them to allow you to "friend" or "follow" them online.

If you notice any interactions that could be the cause for alarm, speak to your kids right away. Since kids often try to hide the fact that they are cyberbullied, ensure them ahead of time that they can always come to you with any problem, no matter how big or small. It is very important, say Drs. Sameer Hinduja and Justin Patchin of the Cyberbullying Research Center, to "cultivate and maintain open, candid lines of communication with your children, so that they are ready and willing to come to you whenever they experience something unpleasant or distressing in cyberspace."

Ensure your kids ahead of time that you will not ban them from going online if they come to you for help. As Dr. Michael Nuccitelli, a well-known child psychologist and expert on cyberbullying, says, consistently remind your kids that "they will not lose their online privileges, interactive online gaming time, mobile devices or social network site privileges due to cyberbullying issues provided they are open, honest and forthright." Try not to over react to situations as this will make your kids think that you will over react if they tell you about being cyberbullied.

When you speak to your kids about their

## HOW TO PROTECT YOUR KIDS FROM CYBERBULLYING



online activities, encourage them not to respond in kind to wanna

be cyberbullies: this will only exacerbate the problem. Tara Fishler, a prominent expert on mediation and conflict resolution, says that "responding lets the bully know they affected you. Not posting a response gives you some control so you are not sucked into their harmful activities." Instead, help block any wanna be cyberbullies from reaching your kids.

As part of your regular conversations with your kids, teach them safe online habits. This includes such basic online security measures as never revealing identifying, personal information like their home addresses, phone numbers, and where they go to school; not sharing their usernames and passwords with others; not leaving online accounts accessible and vulnerable on public devices; and never opening messages and links from people they do not already know.

Your kids should also learn to select appropriate privacy settings on their online accounts, so that they only accept friends or follow requests from people they personally know, and allow posts to be broadcast only to their circle of friends or followers. As Mrs. Brown succinctly puts it, "Limiting online exposure helps keep the bullies at bay."

More generally, teach your kids to think carefully before they post anything online. They need to understand the potential repercussions from anything they post, including how certain posts could be used maliciously. A good rule of thumb is to say and do online only what you would say and do face-to-face to someone. Your kids should understand that as soon as they post something, it is out of their control. Their posts can be forwarded without their knowledge or consent. Ruth Carter, a lawyer who specializes in social media and internet law, says "Kids should be taught early and often that they have no idea when a post will take on a life of its own and go places they can't control." A more strict but no less useful approach would be to establish actual "rules" for your kids' online activities, including by deciding which sites they are allowed to access, for how long, and what they are permitted to do on those sites.////



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# How To Stop Holding On When You Should Let Go

Over the past decade, as Marc and I have gradually worked with hundreds of our course students, coaching clients, and live event attendees, we've come to understand that the root cause of most human stress is simply our stubborn propensity to hold on to things. In a nutshell, we hold on tight to the hope that things will go exactly as we imagine, and then we complicate our lives to no end when they don't.

So how can we stop holding on?

By realizing that there's nothing to hold on to in the first place.

Most of the things we desperately try to hold on to, as if they're real, solid, everlasting fixtures in our lives, aren't really there. Or if they are there in some form, they're changing, fluid, impermanent, or simply imagined in our minds.

Life gets a lot easier to deal with when we understand this.

Imagine you're blindfolded and treading water in the center of a large swimming pool, and you're struggling desperately to grab the edge of the pool that you think is nearby, but really it's not—it's far away. Trying to grab that imaginary edge is stressing you out, and tiring you out, as you splash around aimlessly trying to holding on to something that isn't there.

Now imagine you pause, take a deep breath, and realize that there's nothing nearby to hold on to. Just water around you. You can continue to struggle with grabbing at something that doesn't exist... or you can accept that there's only water around you, and relax, and float.

In our new book, **Getting Back to Happy: Change Your Thoughts, Change Your Reality, and Turn Your Trials into Triumphs**, Marc and I guide readers through the process of letting GO.

And no, it's not easy. One of the hardest lessons in life is letting go—whether it's guilt, anger, love or loss. Change is never easy—you fight to hold on and you fight to let go. But letting go is oftentimes the healthiest path forward. It clears out toxic attachments from the past and paves the way to make the most positive use of the present.

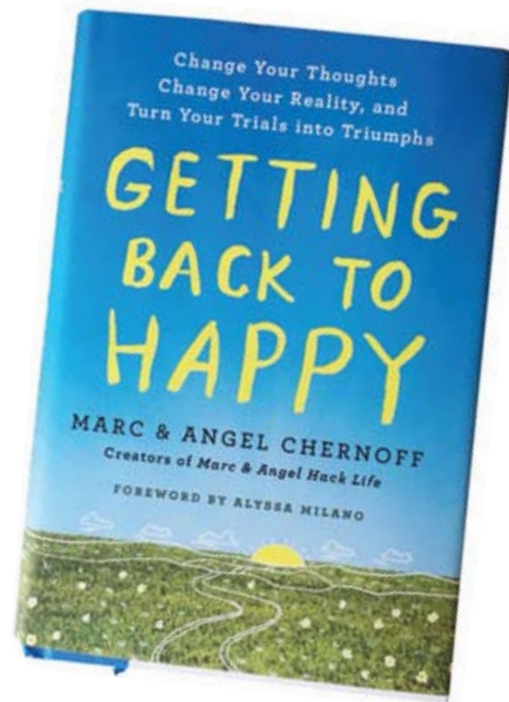
You've got to emotionally free yourself from some of the things that once meant a lot to you, so you can move beyond the past and the pain it brings you.

*Let us show you HOW.*

Also, if you haven't done so already, watch our very relevant interview on Megyn Kelly TODAY, where we discuss our personal journey of letting go, to move our lives forward:

Honestly, that interview was a pleasure. The feedback from people, near and far, has been nothing short of inspiring. We are sincerely humbled and grateful. :)

And, of course, we went on Megyn Kelly's show **because our new book, Getting Back to Happy, is finally available to the masses** (at Amazon, Barnes & Noble, and pretty much wherever books are sold). Ordering it today helps us out tremendously.



We would GREATLY APPRECIATE YOUR SUPPORT. **Please order the book for yourself.** Please, INVEST IN YOURSELF TODAY...

Take the time you need to get your mind right.

Seriously, if you are struggling in some way right now, do your best to keep in mind that although it might not seem so, better days are coming. The test always comes before the merit. The struggle always proceeds the strength. You have to endure breakdowns to break through them. Take it one day at a time, and trust the journey. It will make sense soon.

Learn to let GO...

And keep in mind that letting go isn't about having the ability and courage to release the past—it's about having the wisdom and strength to embrace the present. It's not about forgetting—it's about remembering without fear. It's stepping forward, untethered, with a present mind and a lesson learned.

Please, let us walk beside you on your journey. Everything we've learned in the past decade of coaching and teaching others how to build a happier life is distilled into Getting Back to Happy. Never before have we put it all in one place like this in such an accessible way.

In fact, here's a sneak peek of the table of contents, so you can get an idea of what Getting Back to Happy has to offer:

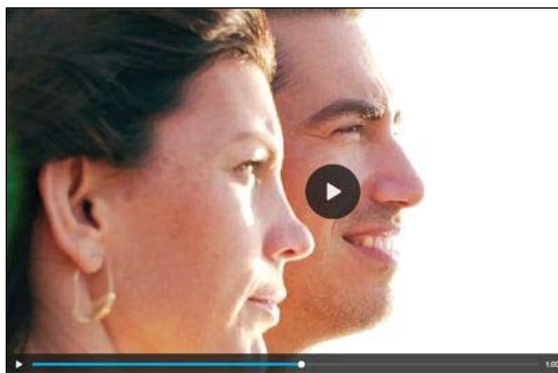
- > **Rituals:** Practice Daily What You Want To Manifest Regularly
- > **Mindfulness:** Ease Out of Busyness and Into Awareness
- > **Letting Go:** Surrender Attachments that Are Holding You Back
- > **Self-Love:** Commit to Putting Yourself on Your To-Do List
- > **Mornings & Evenings:** Establish Control with a Thoughtful Beginning and End to Every Day
- > **Perspective:** Find Beauty in Life's Difficulties
- > **Situation:** Embrace Change and Take Action When Necessary
- > **Motivation:** Harness Your Inner Drive and Keep Moving Forward
- > **Relationships:** Foster the Loving Connections You Deserve
- > **Happiness:** Nurture an Inner and Outer Environment that Fulfills You

### And did you know Alyssa Milano, the renowned actress and activist, wrote the foreword?

When we reached out to Alyssa and shared the idea and outline for Getting Back to Happy with her, she immediately said "yes" to writing the foreword. Why? Because our work has made a positive difference in her life over the course of many years. In her own words:

*"In my own journey to uncover who I truly am, and to find—and use—my voice for what I believe in, I've been lucky enough to meet many kindred spirits along the way, many of them online. Marc and Angel are among the fellow travelers I've come to value the most. Their honesty and clarity, and the generous way they share what they've learned for themselves, are gifts I've truly cherished. Sharing their ideas with others online is a way of paying forward what I've learned, in the hope that others will gain some insight and strength, and in turn spread the word even further. The pain of self-doubt and the isolation of modern life can make us feel like we're the only ones struggling, while everyone else is picture-perfect. That's why it's so important to share not just our triumphs but also our setbacks, to "show our work" when we're in the thick of tough times. Marc and Angel do just that — keeping it real, and creating a community of kindred spirits that gathers together in strength, growing and learning along the way." — Alyssa Milano, from the Foreword of Getting Back to Happy*

As you can tell, we're sincerely excited to finally share Getting Back to Happy with you, so **we're also giving away over \$50 in bonuses to the first 3,500 people that order the book today** (including **One Day at a Time**, our 60-day workbook for implementing rewarding, lifelong rituals, and **Daily Reminders We Need to Read Every Morning**, with prompts that guide you to start each day in a mindful state, so you can focus and get the right things done). You'll want to act quickly, though, because we already have 3,447 orders booked as of this morning. :)



**Order Getting Back to Happy and get your free bonuses right now.**

Finally, if you haven't done so already, check out the official book trailer for Getting Back to Happy:

*And of course, if there's anything else Marc and I can do to assist you, please don't hesitate to reply to this email.*

Sincerely hoping you're ready to invest in yourself and... let go,

**Angel Chernoff**

Marc and Angel Hack Life

Practical Tips for Productive Living

*PS. Reviews help us out tremendously. Once you get your book, please leave us an honest, constructive, positive review on Amazon. We would be forever grateful to you.*

# Mad Mischief

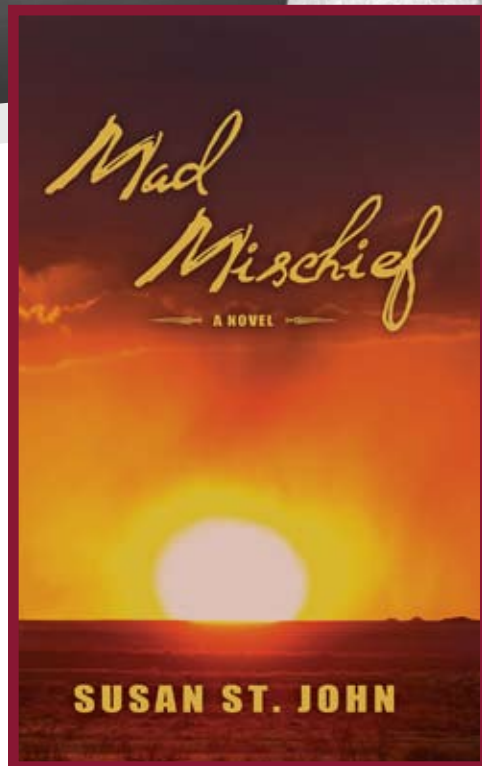
A Novel by **Susan St. John**

**M**ad Mischief is the haunting tale of one woman's adventure to the edge of her own sanity and an unforgettable testament of her indomitable spirit to survive.

Featuring the shimmering beauty and primal power of sub-Saharan Africa, Sarah embarks on an elite safari with her cantankerous husband, setting the stage for a story of love, deceit, power, obsession and ultimately, escape and redemption.

The word safari means "long journey," and the story of Mad Mischief tells of one unlike any other—a journey of the heart, mind and spirit. Sarah's plans to save her marriage with this journey are shattered when, thrown off balance by a dangerous combination of prescription drugs, she struggles to maintain her equilibrium in the face of the callousness of her husband, the sadistic machinations of their safari guide, the unscrupulous actions of a Nairobi shopkeeper, and the enigmatic behavior of a world-renowned photographer who appears almost magically whenever she is in need of a guardian angel.

<https://www.amazon.com/Mad-Mischief-Susan-St-John/dp/1635052637/>



ISBN-10: 1635052637

ISBN-13: 978-1635052633

Publisher: MCP Books (May 23, 2017)

WEBSITE - <https://www.madmischief.com>



## Healthy Volunteers Needed

We are looking for healthy adults, ages **18-55**, to participate in a clinical research study.

**PURPOSE:** The purpose of this study is to find out whether an investigational (research) blood test is able to help confirm a diagnosis of ADHD in adults.

**You may qualify if you:**

- \*are a healthy female or male, ages 18-55
- \*have no clinical history of ADHD or Bipolar Disorder

Qualified participants will receive monetary compensation.

**For study qualification/more information please contact:**

**Bernice Frimpong (Research Program Coordinator)**  
443-287-2144 or [bfrimpong2@jhmi.edu](mailto:bfrimpong2@jhmi.edu)



Approved February 28, 2017

*Principal Investigator – Ekaterina Stepanova, MD, PhD  
IRB# 00086805*



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## Immigrant workers play key roles in local economies and merit investment



Photo by John Moore/Getty Images.

In this time of intense conflict over immigration policies, we should not forget that immigration and immigrant diversity are a constituent part of who we are as a country and what defines our society.

Immigrants are a key pillar of our country's economic strength and vitality. They make up 17 percent of the US workforce, with higher shares in many cities. And as immigration policy debates rage on and as families and communities suffer the consequences of toxic rhetoric, uncertainty, and family separations, immigrant workers are still showing up for work. They are still clocking in to support their families, employers, and communities and contribute to our economy's stability and growth.

But are immigrants getting the skills they need to advance their careers, unlock better wages, and meet employer demand? Our recent [report](#) shines a light on immigrant workers in lower- and middle-skilled jobs and the barriers they face to education and training.

Employers need workers with [bilingual and cultural skills](#) to serve an increasingly diverse public and work in a globalized economy. With low unemployment rates, employers are especially in need of employees to [fill middle-skilled](#) positions that [require some postsecondary training but not a four-year college degree](#).

But most immigrant workers in low-paying jobs have limited opportunities to pursue education and training and expand their English and technical skills. Although some [successful programs](#) exist, many [local workforce systems](#) have found it challenging to serve immigrant workers effectively. And we lack systematic knowledge about how to address barriers and design training for these workers.

### What do we know about immigrant workers?

Most immigrants in the workforce have been in the US for many years, with a median of 17 years of residence and a median age of 41. Just under half are limited English proficient, meaning that they speak English less than "very well." Workers in lower-skilled jobs have higher rates of limited English proficiency than those with college or advanced degrees.

Immigrant workers' median annual wages are low: \$29,407 across all immigrant workers and lowest for those in lower-skilled jobs. Immigrant workers with lower- and middle-skilled jobs earn lower wages than their native-born counterparts.

As a whole, foreign-born workers have lower educational attainment than native-born workers: about a quarter have less than a high school diploma or equivalent, compared with 5 percent among native-born workers. On the other hand, about one-third of foreign-born workers have a college or advanced degree, similar to the share among the native born.

Across the entire workforce, slightly less than half of all workers hold lower-skilled jobs, one-quarter hold middle-skilled jobs, and the remainder hold high-skilled jobs. Immigrants are more likely than the native born to have lower-skilled jobs, but they are just as likely as native-born workers to hold middle-skilled jobs.

## Barriers and opportunities to training

Although many immigrants in the US have college or advanced degrees and are working in professional jobs (or are [underemployed](#) and working in jobs that do not align with their foreign-earned credentials), our focus is on the large share of immigrants working in low-paid, poorer-quality jobs. Although these immigrants often fly under the radar, they fill so many key jobs—like custodial workers, [home health aides](#), and construction laborers—that undergird other employment and productivity in our economy. Investing in their continued skill building, including English language and technical training, would have payoffs for employers and for communities.

We talked with service providers and stakeholders in Dallas, Miami, and Seattle to better understand the challenges immigrants face in pursuing education and training to advance their careers or get better jobs. Many organizations described challenges around limited English proficiency and difficulty transferring foreign credentials and overseas job experience to the US job market. They also pointed to issues that affect the low-income population in general: low digital literacy and low basic skills, high housing costs, lack of transportation and [child care](#), and financial pressures that push immigrants to work multiple low-paid jobs to support their families.

We also learned that service providers grapple with their own challenges, including raising funds to develop and maintain programs, managing complex and sometimes contradictory performance reporting requirements from different funding sources, and working with the federal workforce system structure implemented through the [Workforce Innovation and Opportunity Act](#).

Also, [division](#) between immigrant-serving organizations and English language training providers, the workforce development board and community colleges, and employers can hinder solutions. All parties would benefit from bridging gaps and coming together to engage immigrants and their employers in workforce development strategies.

Immigrant-serving organizations need to be at the table in workforce and economic development conversations, helping inform and make relevant to their communities the range of policy developments in workforce, education, and other fields that affect their constituents.

State and local policymakers, service providers, funders, and employers can all take steps to better serve immigrants and put their needs on the radar, alongside the needs of other residents.

This is even more important in our current political climate. Immigrant communities are feeling pressure from a gamut of federal policy changes, including [heightened immigration enforcement](#), [the travel ban](#), slowed immigration and citizenship [processing](#), and uncertainty around [Deferred Action for Childhood Arrivals \(DACA\)](#), [temporary protected status](#), the [asylum](#) and [refugee](#) programs, the future of [the immigration court system](#), and disincentives to receive essential public assistance because of [public charge](#) regulation developments.

With this onslaught, policies and practices at the [state](#) and local level are becoming even more crucial to protecting and supporting the immigrant workers and families who are part of their neighborhoods, workplaces, schools, and communities. Communities should acknowledge and address the often-overlooked immigrant workforce that sustains their local economies and make sure immigrant workers are a part of local economic development and workforce development strategies and conversations. ■



**Hamutal Bernstein**



**Carolyn Vilter**

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### To Know More....

**Info About Article:** <https://www.urban.org/urban-wire/immigrant-workers-play-key-roles-local-economies-and-merit-investment>



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Now a simple way of chance for every Author Experience's sharing with our readers. By posting your Book on our site, and chance to tell our readers about your favorite review. Were real readers like it!

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## Author Quotes

As my book came near to completion, I met Joslyn Wolfe of "Focus On Women Magazine." Although it does cost some money to join, I found that getting exposure and sales through her eBookStore provided me with the much needed exposure and confidence that my message had value and meaning to the women who bought my book. That was its original intent. Joslyn gave me an opportunity to sell my book in a widely dominated female authored market, and I cannot thank her

\* [FOCUS ON WOMEN MAGAZINE](#) - (Joslyn Wolfe, Publisher)

The book I have been talking about is called "Men, Sex and Food - Why Hearing A Woman Can Lead To A Deeper Love" was designed to be read by men to educate them and teach them a very important skill. Precious few men have this skill called listening, and lack critical tools to understand what a woman REALLY needs from them to generate heart

\* [Rocky Krogfoss](#)

Author - *Men, Sex and Food - Why Hearing A Woman Can Lead To A Deeper Love*

\* [Cheryl Lynn](#)

Author - *Pretty Painted Picture...Little Girl Lost*

\* [Christine](#)

Author - *MANipulated Into Fear* - by Marvela Dawnay

\* [Aliah Uddin](#)

Author - *Her Demise*

\* [Consolee Nishimwe](#)

Author - *Tested to the Limit*

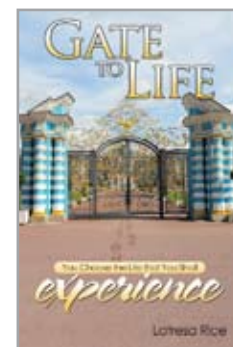
## New Author BOOK'S



*New*

**Mad Mischief**  
by Susan St. John

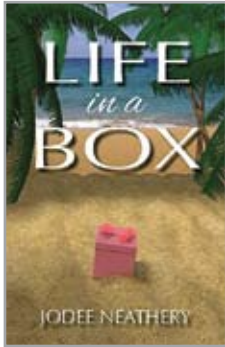
ISBN-10: 1635052637  
ISBN-13: 978-1635052633



*New*

**Gate to Life**  
by Latresa Rice

ISBN: 1628474491, ISBN-13: 9781628474497  
ASIN: B079J4NF4S



*New*

**Life in a Box**  
by Jodee Neathery

ASIN: B073PF7D7V



**Lachesis Allotment**  
by Diana R.A. Morris

ASIN: B07B2KWHKL



**My Secrets from Heaven**  
by Susanne Seymoure

ISBN-10: 0998811912  
ISBN-13: 978-0998811918



**Wallflower Blooming**  
by Amy Rivers

ISBN-10: 0997353562  
ISBN-13: 978-0997353563



**Sex Happens**  
by Carol Soloway

ASIN: B01LXFCGNL



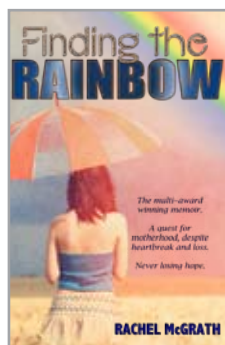
**A Change of Habit**  
by Patty Kogutek

ISBN-10: 1452542813  
ISBN-13: 9781452542812



**Diagnosis Poverty**  
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ISBN-10: 1938248767  
ISBN-13: 978-1938248764



**Finding the Rainbow**  
by Racheal McGrath

ISBN: 978-1542494557



**TRAPPED Visitor from Heaven**  
by Shirlee Hall

ISBN-10: 0984739084  
ISBN-13: 978-0984739080



## **Resveratrol and Cardiovascular Health in the Elderly REACH TRIAL**

**NIA is conducting a study to look at the effects of resveratrol on blood vessels and exercise tolerance. Resveratrol is found in the skin of red grapes and may be the reason moderate amounts of red wine help heart health. Resveratrol is sold as a nutritional supplement.**

**The Effects of two different doses of resveratrol will be compared to placebo, a pill without active medication.**

**Blood testing, exercise testing, muscle biopsy, MRI and other procedures will be performed.**

**The study will take place at the NIA Clinical Research Unit in Baltimore and will take 13 months to complete. There are two outpatient visits (2-3 hours) and 3 inpatient visits (2days).**

**You may Qualify if:**

- \* You are 50 yrs old or older**
- \* You weigh less than 300 pounds**
- \* Your body mass index (BMI) is between 25 and 35.**

**There is no cost to participate.  
You will be compensated for your time.**

**Call 410-350-3941 or Email [NIASudiesRecruitment@mail.nih.gov](mailto:NIASudiesRecruitment@mail.nih.gov)**

**Principal Investigator: Madhav Thambisetty, M.D., Ph.D  
NIA Study # 13-AG-0078**

**National Institute on Aging  
Medstar Harbor Hospital, 5th Floor  
3001 S. Hanover Street, Baltimore MD 21225**

A hand holding a lit cigarette over a lit martini glass. The background is a warm, orange-red gradient with vertical lines, suggesting a curtain or a wall. The lighting is dramatic, highlighting the smoke and the reflection on the glass.

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